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ABSTRACT

This kindergarten music curriculum provides a year-long program of a sequenced series of activities designed to develop music concepts. Topics of the units in this guide are: self-concept (beginning of the year), fall, Halloween, Thanksgiving, Christmas, winter, a circus, Valentine's Day, spring, and farms. A scope and sequence chart of concepts is included which shows the unit in which each concept is introduced and where it is reinforced. The activities are written to cover a 15 minute per day music program for units that last from 2 to 3 weeks. At the end of each unit, additional resource records are listed. After the last unit there is a selection of nine additional activities covering beat, meter, rhythm patterns, tone-matching, dynamics, form, tone color, harmony, listening experiences, and music interest centers. A bibliography of 15 books and 25 record resources is also included. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (EM)

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MUSIC CURRICULUM FOR KINDERGARTEN

Harriet Picht

Area Education Agency 7

Cedar Falls, Iowa

SO015458

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INTRODUCTION

The following music curriculum was written to provide a sequenced series of activites designed to develop music concepts at the Kindergarten level. The materials used are those available in the Cedar Falls School District. However it could be used by any kindergarten teacher by substituting materials having a similarity in beat, form, tempo, dynamics, etc.

The activities in the units are designed to create an awareness of music concepts at this level. No tests are provided other than those which the teacher can assess by observation of movement, playing games where individual children must perform in a certain way, individual tone matching exercises, etc.

The concepts, objectives and activities are built into units already taught in Kindergarten programs at a particular time of the year. The units include Self-Concept (beginning the year), Fall, Halloween, Thanksgiving, Christmas, Winter, Circus, Valentine's Day, Spring and Farm. It is designed as a program covering the year. A chart on page 3 shows in which unit each concept is introduced and also where it is reinforced. New and more difficult concepts are built upon previous learnings.

The activities in each unit are written to cover a fifteen minute per day music program for a two to three week unit. If units are shorter or longer the teacher will have to choose those which fit the time period or use some additional materials in the back of the curriculum or materials of her own. Not every unit taught in Kindergarten is covered so some of the activities can be used in conjunction with other units with

minor changes. Songs have been included in the program where copyright laws permit.

So that music becomes an integral part of the unit the activities have been labeled with a title pertaining to the unit. These can be easily changed, however, to meet the needs of any other unit.

At the end of each unit there are additional resource records and songs. Some of these are available in the Cedar Falls Schools and others are records that might be considered for future purchase.

After the last unit there is a selection of additional activities for use in other units.

A bibliography of record resources appears on page 110. Annotations are added to give an idea of the contents and uses of the records.

The bibliography of sources used for the songs, etc. is also included.

An appendix to the program consists of patterns which can be used for making charts, materials, etc. Where possible they are the size that is needed for charts or flannel board activities. Some will need to be enlarged on the opaque or overhead projector. Some material development is necessary for the program. Once made it will be useful each year. As you use the units you may think of other materials that might be useful.

SCOPE AND SEQUENCE

OF CONCEPTS

I = INTRODUCTION OF CONCEPT R = REINFORCEMENT OF CONCEPT

	Self-Concept	Fall	Halloween	Thanksgiving	Christmas	Winter	Circus	Valentine	Spring	Farm
Steady Beat	I	R	R	R	R	R	R	R	R	R
Long-Short Sounds			I	R	R	R	R	R	R	R
Rhythm Patterns					I	R	R	R	R	R
Accent				I	R	R	R	R	R	R
Meter						I	R	R	R	R
Reading Beats			I	R	R	R	R	R	R	R
Reading Patterns					I	R	R	R	R	R
Vocal Tone-Matching	I	R	R	R	R	R	R	R	R	R
High-Low		I	R	R	R	R	R	R	R	R
Up-Down					I	R	R	R	R	R
Intervals								I	R	R
Tone Color			I	R	R	R	R	R	R	R
Dynamics			I	R	R	R	R	R	R	R
Tempo				I	R	R	R	R	R	R
Form									I	R
Harmony										I

SELF CONCEPT

In this first unit the emphasis is on the beat or pulse of music and on simple two note tone-matching.

Since the beat or pulse of music is the basis of the child's understanding it is reinforced in every unit. Many children keep a steady beat easily. Others take a long time to develop the feeling of beat in themselves. All of the activities on the beat can be reused at any time during the year. The object is to get the child to feel the beat in his whole body.

The tone-matching is limited to two notes in a downward pattern. This is the most natural pattern for children to use.

YOU ARE SPECIAL

(Self-Concept)

EMPHASIS: Beat - Tone Matching

CONCEPTS: Music has a steady beat.

Voices can produce certain pitches.

OBJECTIVES: BEAT

Given a piece of recorded music, a song, or a drum beat the child will be able to move or clap to the steady beat.

Given experience in clapping and recognizing the number of claps in his name the child will be able to clap his name and recognize his name either aurally or in a written pattern shown to him.

TONE - MATCHING

Given a simple two note singing pattern the child will be able to vocally match the pattern.

ACTIVITIES - BEAT

1. "I LIKE MUSIC" (steady beat)

Using a piece of music with a steady beat, the teacher leads the children in moving their bodies to the beat. Use all kinds of movement like swaying, swinging arms, touching noses or ears, hands on top of your head, etc...any movement that will make them aware of listening and following the beat. Use both hands sometimes and also alternating hands or feet. Make sure they see that you can use your whole body to keep the beat.

2. "I HAVE A SPECIAL HEARTBEAT" (steady beat)

To show children that the beat is within themselves jog in place for a few seconds (enough to get the heart beating strongly) and then have them quickly lie down on the floor and put their ears against the floor. This will allow them to hear their hearts beating. Make sure each child can hear his heart either this way or by feeling it in their chest. Use a paper roll from paper towels or tissue and they can listen to the heart beat of others.

3. "DO NOT BUMP" (steady beat - finding personal space)

Since the children do have to move around when working with the beat, it is a good idea to begin right away with the idea that we can move without bumping. In this game put two children back to back. These are partners. On the beat of the drum they walk away from their partner in opposite directions. When the drum stops they must turn around. The drum begins again and they walk back to their partner, touch hands, and sit back down. If they bump anyone coming back to their partner they are out.

4. "I HAVE A SPACE ALL MY OWN" (steady beat - personal space)

This is another means of getting them to work without bumping. Each child finds a spot on the floor where it is possible to put the arms straight out from the body and go in a complete circle without touching anyone else. When they move around then in some activity they must keep that space around them and not violate others' spaces.

5. "I CAN WALK TO THE BEAT" (walking steady beat)

Because children have a heart rate slightly faster than adults, let a child set the tempo for walking and the teacher picks up on that beat with a drum. Walk around the room emphasizing one step per beat of the drum. (Watch the traffic! No Bumping!)

6. "I CAN MARCH TO THE BEAT" (marching steady beat)

Using the song "My Little Red Drum", Ginn, Magic of Music, Kindergarten on page 9, have the children march to the beat - this time using a little more high-stepping as they would in a parade. Any other marching song or recorded piece of music will do just as well.

7. "WALKING LIKE A ROBOT" (feeling and moving to the beat)

Invent a robot that you will become. How does a robot walk? He has no hinges so he will be stiff. Using the song "Robot", ABC Sharing Music, p. 48, children walk very stiffly and not bending knees. This is a good opportunity to make the whole body get involved in moving to the beat

8. "CHOOSE YOUR SPECIAL PLACE TO FEEL THE BEAT" (steady beat - body parts)

The teacher leads by saying that we know we can feel the beat in our feet because we have done that when we walked and marched. Let's try it this time by moving in place.

The teacher begins "Feel the beat in your feet"
Children answer "In your feet, in your feet"

Everyone moves to the beat by walking in place. Ask someone to name another part of the body they would like to keep the beat going in. Change to as many parts of the body as they can think of. The teacher repeats the phrase above to let them know where they are to move next and children answer in the same way. The object is to show that almost any part of your body can keep the beat. Another time this can be used as a warm up exercise with the teacher leading the game and changing parts of the body as the steady beat goes on.

9. "MY NAME HAS A BEAT" (finding beat in names)

Say the names of children using the name that they are usually called. Clap as you say each name. Discover how many claps are in each name. After you have done the names of all the children, clap one of the patterns of claps and see how many recognize it as their own. You could put the names of the children on a chart and put their number of claps beside it or give each child a name tag with his name and the number of claps. Use a vertical line (|) to represent one clap.

10. "MY FRIEND FREDDY" (using arms to feel the beat0

Teach the rhyme:

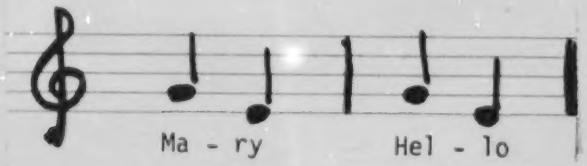
Freddy the frog, sat on a log
Looking for something to eat. ____
A nice juicy fly captured his eye,
And for Freddy it seemed quite a treat. ____

The underlined words represent the beat. Have the children walk the beat as they say the rhyme. Next have them say the rhyme and clap the beat. Do not go too fast. Introduce "Freddy the Frog" (see appendix for frog beanbag pattern). Sit in a tight circle and start passing Freddy from person to person as you say the rhyme - trying to keep the beat steady. Children use both hands to pass and to receive. The weight of the beanbag gives them a feeling of beat. Hands should be always ready to receive the beanbag. After the words "eat" and "treat" there is a rest in the rhyme. Whoever is holding Freddy at that point keeps him going in spite of the fact that there are no words because the beat must go on.

ACTIVITIES - TONE - MATCHING

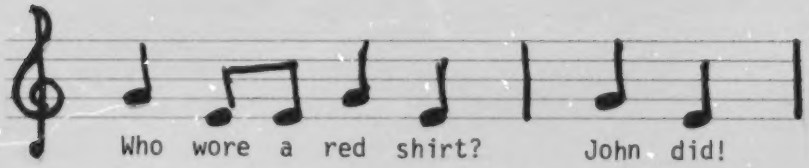
1. "SINGING HELLO"

Using the two note pattern below, sing the child's name on these two pitches. The child should answer "Hello" on those same two pitches. Some will do it easily - others will have to work at finding their singing voices. If a child has a low voice start the name pattern on a lower pitch. As you do it a number of times keep trying to raise the voice to a higher pitch.



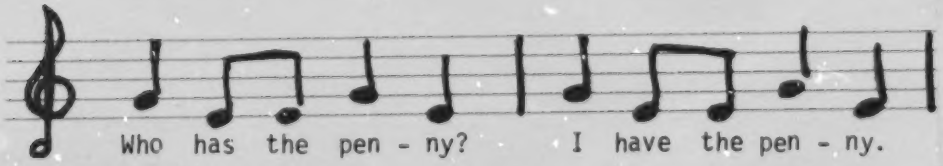
2. "WHO WORE A .....?"

Using the same two note pattern a circle game can be played by asking on those same two pitches "Who wore a (red dress)? or some other color clothing item. The children in the circle look to see and answer on the same two pitches identifying the person who wore that item. This can also be changed to use other words like "ketchup shirt" or "mustard dress", etc.



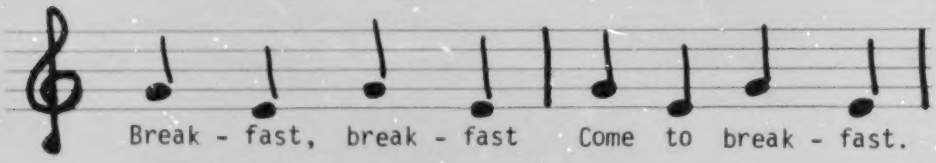
3. "WHO HAS THE PENNY?"

Materials needed are a penny, a key, and a paper clip. Using the two note chant the teacher asks which child has the item. The items are put in three children's hands while all eyes are closed. When the question is sung by the teacher, only the person holding the items is to answer. Items are passed until all have had a turn to hold something.

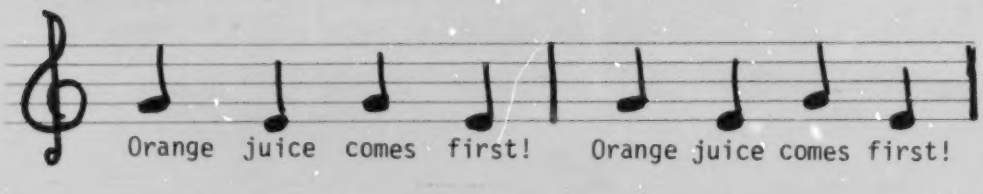


4. "I LIKE BREAKFAST"

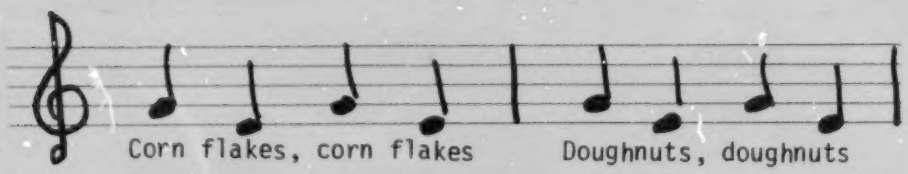
Start by ringing a triangle to sound like an alarm clock. Then hit the triangle the number of times representing the hour that the children say they get up. The leader then sings:



Discuss the kinds of food they eat for breakfast. When everyone has some kind of food in mind that they can say when it is their turn (duplicates are fine) all the children sing the chant "orange juice comes first" two times.



Start around the circle and each child then inserts his preference for breakfast on the two notes. The "Orange juice comes first" chant is sung twice in between each individual preference.



Meet My Friends

Sometimes there's just no end to friends! Anyone can find a place in this song.

RECORD: SIDE 2, BAND 4 **PICTURE** 13

Words and Music by Miriam Rastatter, P.B.V.M.

Rhythmically
1. I have a friend, friend, friend. His name is Bill, Bill, Bill.
He lives on a hill, hill, hill. I like him ve - ry much, In-deed I
do, do, do! And he likes me too, too, too!

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2. I have a friend, friend, friend;
Her name is Kim, Kim, Kim,
And she likes to swim, swim, swim.
I like her very much,
Indeed I do, do, do;
And she likes me too, too, too!

3. I have a friend, friend, friend;
His name is Mike, Mike, Mike,
And he rides a bike, bike, bike.
I like him very much,
Indeed I do, do, do;
And he likes me too, too, too!

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RESOURCE MATERIALS:

Available in the Cedar Falls School System or ERC:

Records:

1. "Imagination and Me" - Joe Wayman (ERC - GT-DR-2)

   I Like Me
   Warm Fuzzies

2. "Jambo and Other Call and Response Songs" Ella Jenkens (ERC - GT-DR-3)

   A lot of songs good for tone matching

SONGS

1. This is Music, Kindergarten-Nursery - Allyn and Bacon

   Happy Song, p. 147

2. This Is Music, Book I, Allyn and Bacon

   Hello Everybody, p. 12

3. Sharing Music, ABC Kindergarten

   When Music Gets Inside Me, p. 1 (beat)
   The Family, p. 11 (finger play, beat)
   Wake Me, p. 14 (beat)
   Telephone, p. 16 (tone matching)

4. The Magic of Music, Ginn Kindergarten

   Clap Together, p. 5 (beat)
   Take Your Little Hands, p. 10 (beat)
   Little Sir Echo, p. 12 (tone matching)

5. Silver Burdette Music, Grade One

   It's Me, p. 188 (self concept - tone matching)

ADDITIONAL RESOURCES

1. "Getting to Know Myself" HAP PALMER RECORD, Activity Records, Educational Activities, Inc., 1972. AR 543

   Feelings
   Sammy
   Shake Something
   Be My Friend

2. "I Like Myself" Kimbro Educational Records KIM 0800

   I Like Myself
   Be My Friend
   My Name
   Everybody Should be Somebody

3. "Growing Up with Ella Jenkins," Folkways Records and Service Corporation FC 7662

   A Neighborhood is a Friendly Place
   Names
   Shake Hands with Friends

4. "Dances for Little People" Kimbro Educational Records KIM 0860

   Dance to the Rhythm of Your Name

5. "My World - The World About Me", Miriam Rastatter, Alba House Communications AHC-35-SM, Canfield, Ohio 44406 (Record, Song book, Motivational pictures)

   Meet My Friends
   Hey Mom!
   He's My Dad
   Grandma and Grandpa

FALL

Beat is also stressed in this unit. We try to emphasize the idea that the beat is within us. An attempt is made to internalize the beat by "hearing" and "thinking" the beat inside. Activities of this nature should be used many times - using nursery rhymes, poems, etc., and "thinking" the rhyme or poem on the beat. It will take some time for everyone to be able to internalize it so a lot of practice is necessary.

Tone matching now extends to low and high. A lot of use is made of body movement with the objective being that our voices can and should move in the same kind of low-high movement that our bodies do.

FALL

EMPHASIS: Beat, Tone-Matching, High-Low

CONCEPTS: Music has a steady beat.

Our voices can produce certain pitches.

Some pitches are high. Some pitches are low.

OBJECTIVES:

BEAT

Given recorded music, beats on a drum, clapping, etc. the student will be able to keep the beat by copying, echoing, walking or "thinking" the beat.

TONE-MATCHING

Given a tonal pattern of two notes in a downward pattern the child will be able to vocally reproduce the pattern.

Given a song with low-high pitch pattern the child will be able to recognize the pattern when he hears it played or sung and label it as low-high.

Given low-high pitches the child will be able to move his body low or high to demonstrate his ability to hear those pitches.

Given a tonal pattern of low-high the child will be able to vocally reproduce the pattern.

ACTIVITIES - BEAT

1. "YOU"RE A COPY CAT" (keeping a steady beat)

   The teacher leads by doing a rhythmic beat in different ways - clapping, slapping knees, walking in place, etc. in sets of four. The children are to follow exactly what is done. To change from one movement to another go back to the original pattern each time. In this way if they get lost they can always find their place again. For instance, if you begin with clapping, use that as your "home base" and come back to that in between changes of movement.

2. "BE MY ECHO" (keeping a steady beat - awareness and listening)

   This is played like above except the children are asked to wait until the set of four is completed and then they echo what was done by the teacher. An echo must wait for the sound to finish to know what it must do. Be sure to help them get started with the echo at first so they get the feel of the set of four.

3. "ARE YOU ON THE BEAT?" (internalizing the beat)

   Using a piece of recorded music with a steady beat in a walking tempo have the children begin walking and they must be very quiet so that they are aware of the beat of the music. After they have walked for a while turn the music down so they cannot hear it but they must keep walking to the steady beat. Turn the music up and see how many have kept the steady beat. It will not be too successful at first but it makes them aware of "thinking" the beat inside and keeping their walking steady. This needs a certain amount of space so they don't "bump." You can do it in small groups while others watch and keep the beat on their fingers (a quiet beat), or you might do it as a circle activity with them just using their fingers as the beat keeper.

4. "RING AROUND THE ROSIE" (internalizing the beat)

   Walk around in a circle saying the rhyme several times. Make sure they have the steady beat well in mind. Next try walking around without the words. Say only the first word (so they all start together) and walk and "think" the rest of it. Say the last words out loud "All fall down." Try to get them to the point where they all fall down at the same time. Again, it doesn't have to be so successful at first but in successive times it will get better.

5. "TAKE A WALK THROUGH THE LEAVES" (steady beat walking)

Using the recorded music "Walking Song", Tomson, Adventures in Music, Grade One, have the children listen to the music first. Discuss the walking tempo of the first part - how will your feet move? Is there a part that doesn't sound like walking? Listen again. Raise hands when they hear the middle section that has no definite walking beat. The last section is again a walking tempo. Move to the music. When the middle section plays pretend you have a big pile of leaves to play in. Stop and play quietly in the leaves while that section of music plays. When the music again starts to sound like walking, get up and walk back home to the circle.

ACTIVITIES - TONE-MATCHING - LOW-HIGH

1. "INSIDE HIDE AND SEEK" (tone-matching)

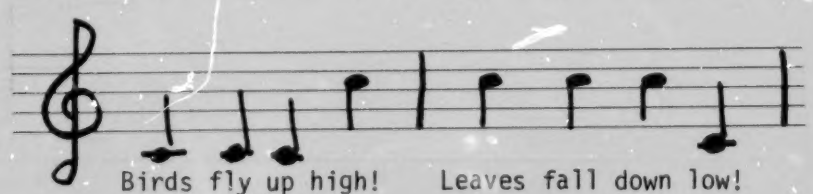
Children find a place to hide in the room as the teacher closes her eyes. When they are all successfully hidden (give them a number you will count), begin calling out one name on the same two note pattern as "Hello" in the previous unit. The child answers "Here I am" on the same pattern. The teacher must guess where the person is. If the teacher is successful the child comes back to the circle. He can then help the teacher call for the other children. If it takes too long it can be spread out over a number of days. Only those who have not been found have the chance to hide each time it is played. Others will get lots of practice tone-matching with the teacher when she calls the names of the other children.

2. "BIRDS AND LEAVES" (body movement - high and low)

The birds we are pretending to be are up in the trees. The leaves are down on the ground. If the drum is played by the teacher in low tones (on the head of the drum) the children will be leaves and will move down low (not on the ground but moving low). If the drum is played on the rim (with the stick part of the mallet) the children become birds in the trees and must walk up high on tiptoe. Change the level often to create good listening and try emphasizing keeping the beat so that the movement is a little more controlled. The objective is to get the body to feel high and low.

3. "BIRDS AND LEAVES" (tone-matching high and low)

Using an octave interval C-C play or sing the following:



Have the children use their bodies as before reaching on tiptoe on the word "high" and squatting down on the word "low." Do this a few times and then try the vocal pattern. Remind them that their voices must do the same thing as their bodies. If the body moves high the sound of their voices must be high. Be sure to find the right pitch to start with. Sing or play the pitches with them so that the pitches are somewhat accurate. This is a good exercise for changing from a speaking voice to a singing voice.

4. "CRISPY, CRACKLY, AUTUMN LEAVES" (tone matching - low high)

   Using the song on the next page have the children listen to the song and see if they can find the places where the music moves from low to high. Practice those parts with the words "swish, swish." Use arm movements to show low to high. Use body movement to show the interval. Sing the song. Move to the song as the words suggest. You might add sand blocks for the "swish, swish" and rhythm sticks for the "crackle!"

5. "THE LEAVES ARE FALLING" (melodic movement going down)

   Using the song "Down, Down", Ginn, Magic of Music, Kindergarten, p. 45, pretend to be leaves falling down. Begin by finding the high and low pitches. Start with arms reached up high and coming down low. Make the body come down slowly till you get to the lowest note and they fall gently on the floor.

Crispy, Crackly, Autumn Leaves

The sounds and sights of Autumn surround and fascinate all six-year-olds, and fallen leaves stimulate a variety of activities for a small child, i.e., walking, running, jumping, skipping.

RECORD: SIDE 1, BAND 6 **PICTURE 6**

Words and Music by Miriam Rastatter, P.B.V.M.

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2. Jump, jump, jumping
in the Autumn leaves,
Swish! Swish! Crackle!

3. Skip, skip, skipping
in the Autumn leaves . . . etc.

4. Turn, turn, turning
in the Autumn leaves . . . etc.

Children will enjoy making up additional verses.

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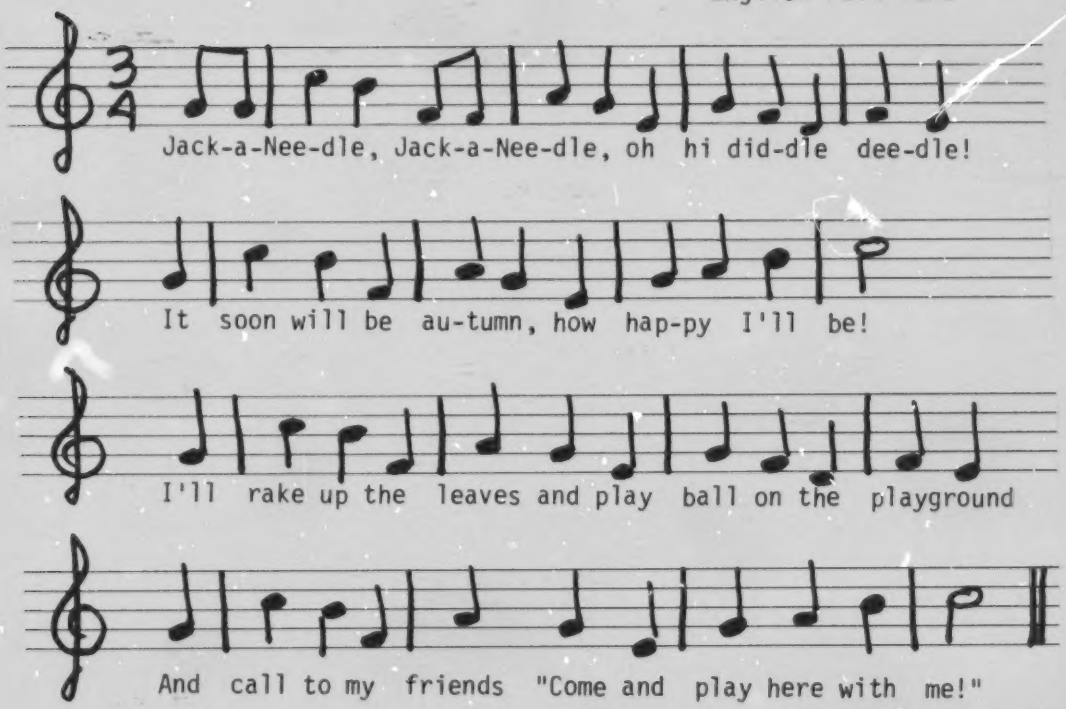
Jack - a - Needle

English Folk Tune


Jack-a-Nee-dle, Jack-a-Nee-dle, oh hi did-dle dee-dle!
It soon will be au-tumn, how hap-py I'll be!
I'll rake up the leaves and play ball on the playground
And call to my friends "Come and play here with me!"

This song has a slower, more flowing beat. Use your imagination to rake leaves on the beat, throw a ball, kick a ball or just move the body in a swaying movement.

RESOURCE MATERIALS (Available in the Cedar Falls Schools or ERC)

RECORDS

1. "Meeting Music," Grade 1, ABC Music, Recording Side 9.

   The North Wind Will Blow (beat)

SONGS

1. This is Music, Kindergarten-Nursery, Allyn and Bacon

   Autumn Leaves, p. 88

2. This is Music, Book One, Allyn and Bacon

   September p. 115
   Autumn Leaves, p. 115

3. The Magic of Music, Ginn, Kindergarten

   Have You Heard the Wind (tone matching), p. 51.

4. Sharing Music, ABC Kindergarten

   Leaves, p. 42 (tone-matching)
   The North Wind's Song, p. 42 (tone-matching)

5. Meeting Music, ABC Book One

   Zipper Song, p. 47 (low-high tone-matching

6. The Magic of Music, Ginn, Book One

   Clear September, p. 20 (tone-matching)
   The Weatherman, p. 21 (tone-matching)
   In Autumn, p. 22 (high-low)

ADDITIONAL RESOURCES

RECORDS

1. "Rhythm Time #2"- Bowmar Records Inc., 622 Rodier Drive, Glendale, California 91201 B303 LP

   Swaying Trees (beat)
   Scarecrow Walk (creative movement)

2. "The Small Singer"- Volume 2, Bowmar Records

   Poor Mr. Wind (beat - swaying)
   Song of the Wind (beat-swaying - tone matching)

3. "Dances for Little People" - Kimbo Educational Records, KIM 0860

   Move the Circle Round and Round

HALLOWEEN

To show that beat is something that can be seen as well as felt we now add some visual aids in this unit to show beat in simple picture charts. Another addition is a slightly slower beat in "Bend With The Wind" to show that beat is not always marching or walking but sometimes goes a little slower and more flowing.

The activities of Halloween are an ideal time to introduce loud and soft in music and to create loud and soft sounds with instruments that have various tone colors. Names of the instruments are not too important at this time. Some children will be familiar with them already. More important is the idea that instruments make different tone colors by the way they are played or the material they are made from.

Tone-matching still focuses on the two note pattern and low - high.

EMPHASIS: Beat, Reading the Beat, Long and Short Sounds

Tone-Matching, High and Low

Dynamics - Loud and Soft

Tone Color

CONCEPTS: The steady beat of music is sometimes divided into long and short sounds within the beat.

We can hear and sing low and high pitches.

Some music is loud and some is soft.

Instruments can produce different sounds.

OBJECTIVES: BEAT

Given pictures of Halloween symbols in groups of four on a chart the student will be able to keep a steady beat as he reads the chart and says the appropriate word.

Given sounds on instruments which are long sounds or short sounds the student will be able to distinguish between the sounds as long or short.

TONE- MATCHING

Given simple songs or tonal patterns the child will be able to increase his ability to sing pitches accurately.

LOW AND HIGH

Given a game where pitches must be identified as low or high the child will be able to do so by placing his game marker in the correct place to respond to what he hears played.

DYNAMICS

Given recorded music or songs with loud and soft contrasts the child will be able to demonstrate his knowledge of loud and soft by singing or moving his body in the appropriate manner to show the dynamics.

TONE COLOR

Given percussion instruments the child will be able to choose and play an instrument to create a sound of Halloween.

ACTIVITIES - BEAT

1. "WHAT SCARY THING WILL YOU BE?" (steady beat)

   This is played like "Statue." With the drum beating a steady beat the children walk around on the beat. At the "freeze" they become a statue of some Halloween creature. They try to be something different each time there is a "freeze." Be sure to give some kind of a warning that you are about to stop - a special beat on the drum - some signal that will give them time to think of what they will be and to plan to stop. Emphasize again walking on the beat so that the activity is controlled.

2. "OLD MOTHER WITCH" (steady beat - internalizing the beat)

   Old Mother Witch
   Fell in a ditch
   Picked up a penny
   And thought she was rich.

   The underlined words signify the beat. Have the children clap the beat as you say the rhyme. Walk in place to the rhyme. Make up actions that keep the beat steady. Do many different things to get the beat going inside them. Try to internalize the beat by all starting together on the first word, "thinking" the rest of the rhyme and saying the last word aloud.

3. "HOW LONG DOES THIS SOUND LAST?" (Introduction to long and short sounds)

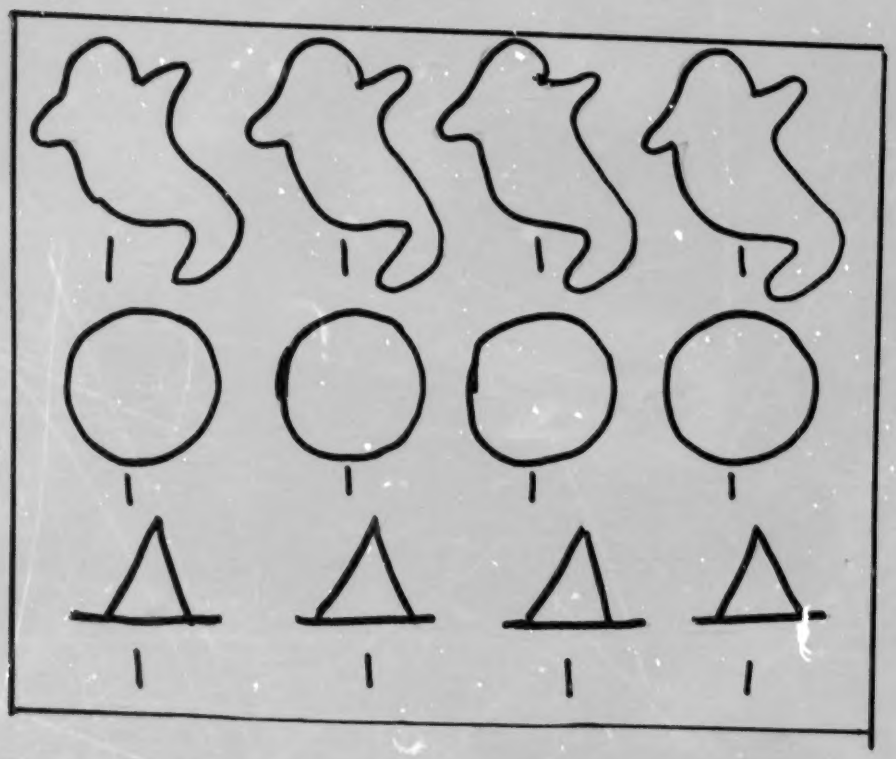
   Using instruments like a cymbal, triangle, metal xylophone, autoharp or guitar string, have the children move their arms as long as they can hear the sound. Do the opposite by playing rhythm sticks, woodblock, claves, etc. and hear the short sounds. Have a child play each kind of sound by letting one play the cymbal and the other play the rhythm sticks as long as he hears the sound.

4. BEND WITH THE WIND" (steady beat)

   Using the recorded music from The Small Singer, Volume 1, or playing the piano with any piece of music with a swaying beat, use the whole body to sway to the beat of the music.

5. "READING HALLOWEEN BEATS" (visual representation of beat)

Choose four objects of Halloween that have just one beat in their name such as those pictured on the chart below - ghost - moon - hat - or others like witch, broom, cat, etc. Make a chart with four each of these in a row. Point to these in a steady beat and read the chart with the names of the objects. You can vary it by using words that go with the object like "Ooh," "Sweep," "Black" etc. Make sure you are using only one beat words. Under each of these pictures make a vertical line for a beat. At some point just have them clap to the beat marks.



The objective is to introduce them to the mark that we use for one beat. Try putting just beat marks on the chalkboard in the same pattern of four and clapping them alone.

6. "OLD MRS. WITCH" (steady beat - finding actions to keep the beat)

Using the song "Old Mrs. Witch" on the next page the children can begin by listening and clapping the beat. Then plan the actions for the witch.

Old Mrs. Witch got up one day (stretching) and said "Ho, Ho, Hee, Hee"
I must get dressed for Halloween (straighten clothes)
It's getting late you see. (point to wrist watch)

She put on her long black flowing cape (throw cape over shoulders)
And then her tall black hat (make hat with pointed hands over head)
She hopped aboard her trusty broom (hop on a broom)
And whistled for her cat (short whistle - don't lose the beat!)

Off through the night she sailed away (swing arms back and forth in front of you)
Right up into the sky (swing arms up to the sky)
And if you watch on Halloween (look up to the sky and scan with hand on forehead)
You'll see her riding by. (Point)

Oooooo, Oooooo, Ooooooooo (Follow her flying with your finger)

BOO!! (Say loudly)

Old Mrs. Witch

Every child delights in those eerie Halloween characters—goblins, cats, owls and witches. In this song, Old Mrs. Witch comes to life as the children sing about her Halloween preparations.

RECORD: SIDE 1, BAND 2 **PICTURE 2**

Words and Music by Miriam Rastatter, P.B.V.M.

Mysteriously
1.Old Mrs.- Witch got up one day and said, "Ho Ho Hee Hee! I
must get dressed for Hal-lo-ween, it's get-ting late you see."
Ooo---- Ooo---- Ooo---------- Ooo! BOO!
Coda (after third verse)

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2. She put on her long, black flowing cape,
And then her tall, black hat.
She hopped aboard her trusty broom
And whistled for her cat.

3. Off through the night she sailed away,
Right up into the sky,
And if you watch on Halloween
You'll see her flying by.

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ACTIVITIES - TONE - MATCHING - HIGH AND LOW

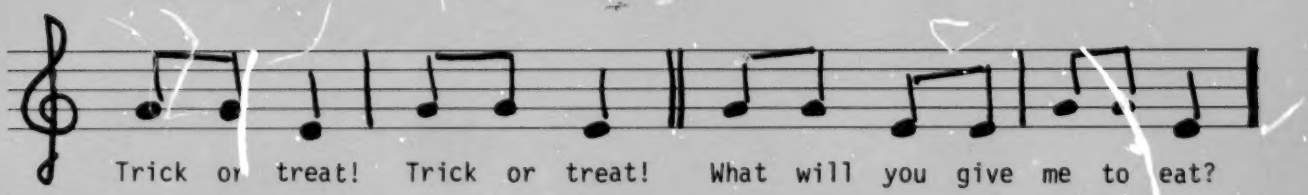
1. "WHO IS THE GHOST?" (tone-matching - two notes)

   Children are seated in a circle. One person is chosen to be the ghost hunter. He goes to the middle of the circle and closes his eyes. In a quiet voice and on the familiar two note pattern one child in the circle is the ghost. He calls out the name of the ghost hunter in the center. The ghost hunter must try to guess who sang his name by singing the name of the ghost on the same pattern.

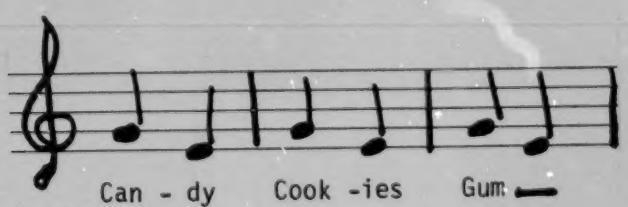
2. "TRICK OR TREAT!" (tone-matching - two notes)

   Children are seated in a circle. One child is chosen to be "it." As all the children in the circle sing the "Trick or Treat" verse below the person who is "it" walks around the circle. Whoever he is standing in front of when the song ends must sing what he will give him for trick or treat. That person then becomes "it" and the game continues.

   All children sing:



   Some possible responses:



3. "BLACK CATS OR WITCHES?" (body movement - low and high)

To reinforce the idea of high and low presented in the Fall Unit, this time children are black cats low on the ground or witches flying in the air to show low and high pitches. Pitches are played by the teacher on the piano - either single pitches very high on the piano or clusters of pitches to make it more scary, or single or clusters of pitches that are low. The children must respond by being close to the ground for cats on the low pitches or flying on tiptoe for the high pitches.

4. "BLACK CATS OR WITCHES" (game involving high and low pitches)

Have several flannel board objects of black cats and witches. Make a yarn line across the flannel board to represent the dividing line between the ground and the sky. Each child individually listens to a pitched or cluster of pitches played either high or low. He chooses the correct object to place in the sky or on the ground. Black cats stay on the ground and witches fly in the sky. This is a good way to test individually to see if they hear low and high.

ACTIVITIES - DYNAMICS

1. "GHOSTLY SOUNDS" (Introducing loud and soft)

Using a recording of Halloween music let the volume control on the record player introduce dynamics. Put the record on and let it play and then change the volume from loud to soft and vice-versa. Let the children see and possibly work with the machine volume control. Then try volume with their voices. Sing some Halloween songs and experiment with loud and soft sounds. Associate the loudness and softness with the mood of the music. Trying singing some songs loudly that should be soft and discuss why they did not sound right.

2. "HIDE THE PUMPKIN" (singing loud and soft)

Use a small pumpkin picture or figure (or any Halloween symbol) and a Halloween song that the children know. One person goes out in the hall while you hide the symbol somewhere in the room. When the person is called in from the hall the class tries to guide him to find the object by singing loudly when he is near and softly when he is far away.

ACTIVITIES - TONE COLOR

1. "HAUNTED HOUSE"

Borrow all kinds of percussion instruments from the music room. Designate a spot in the room which will be the house. After you have let the children experiment or you have demonstrated the instruments and the sounds they can make, choose a few to go into the haunted house and make their sounds. Discuss all the kinds of sounds you might hear in a haunted house. Let the children outside the house try to guess what sound the people inside are trying to create with their instruments.

RESOURCE MATERIALS (Available in the Cedar Falls Schools or ERC)

RECORDS

1. "The Magic of Music", Grade 1, Recording 3

   Song Story - Jackie Jack-O-Lantern

2. "Meeting Music," ABC Grade 1, Side 10

   Halloween (dynamics)

SONGS

1. This is Music, Kindergarten-Nursery, Allyn and Bacon

   Halloween's Here, p. 90
   Halloween Night, p. 91

2. This is Music, Book One, Allyn and Bacon

   Halloween's Coming
   The Halloween Night Parade

3. Sharing Music, ABC Kindergarten

   Witches, p. 111
   False Face p. 112
   Halloween Pumpkin, p. 113
   Goblin in the Dark, p. 113
   Halloween Night, p. 114

4. Meeting Music, ABC, Grade One

   Tonight is Halloween p. 137 (high-low)

5. Discovering Music, Book 2 ABC Music

   Jack-O-Lantern, p. 66
   Halloween Fun, p. 67

6. The Magic of Music, Book One, Ginn

   Hurray for Halloween, p. 42 (tone-matching)

ADDITIONAL RESOURCES

RECORDS

1. "The Small Player," Bowmar Records

   March of the Ghosts (beat)

2. "The Small Singer" Volume 1, Bowmar Records

   Halloween Sounds
   I'm a Witch
   Three Black Cats

THANKSGIVING

In this unit the child is now called upon to understand a few more sophisticated aspects of beat. First, he is asked to play the beat on rhythm sticks by following someone else's beat. Then he is introduced to the idea of strong and weak beats by doing some movement or playing a drum on the accented or strong beat to get the feel of a stronger beat. Also introduced is the concept that the beat can have short sounds and long sounds and that it is sometimes fast and sometimes slow.

In listening to songs the children learn that some patterns in a song are alike and if the pattern is learned it makes it easier to sing the song.

THANKSGIVING

EMPHASIS: Beat, Long and Short Sounds, Accent

Tempo - fast and slow

Tone Matching - awareness of like patterns

CONCEPTS: The steady beat of music is sometimes a walking beat and sometimes a running beat.

Some beats are strong-some are weak.

The beat is sometimes fast and sometimes slow.

We recognize patterns in a song that are alike.

OBJECTIVES:

BEAT

Given drum beats or songs with definite accents the student will be able to respond by moving his body or playing a drum to show that he hears the accent or strong beat.

Given rhythm sticks and a student as a model to follow the student will be able to follow the beat as he sees in the model.

TEMPO

Given drum beats or music which goes fast or slow the student will be able to respond by moving his body at the correct tempo that matches what he hears.

LONG AND SHORT SOUNDS

Given a hands-on experience the student will begin to increase his awareness of long and short sounds.

TONE-MATCHING

Given a song with a repeated tonal pattern the student will increase his awareness of patterns that make up a song and will be able to vocally reproduce them with more accuracy.

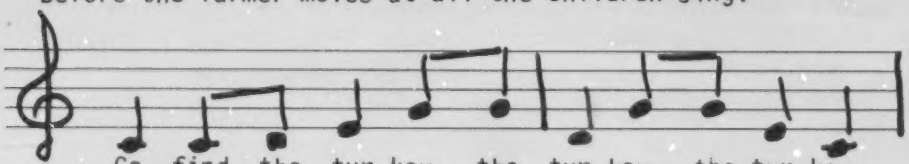
ACTIVITIES - BEAT

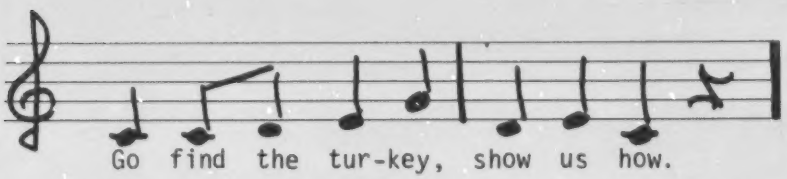
1. "PILGRIM POUNDS WITH ONE HAMMER" (steady beat)

Using the song "Johnny Pounds With One Hammer" decide how many places on the body you can pound and keep the steady beat - left and right fist, left and right feet, head, elbows, etc. Emphasize to keep the steady beat in all places. Another time give some children rhythm sticks and add them one by one as the verses go on. Pass sticks around so everyone has a chance to play. Treat one of the sticks as the drum and the other as the mallet. This gives the child the choice to use the hand that is most comfortable for him and also keeps them from alternating back and forth which will sometimes make them lose the beat. One stick stays still and the other does the work of making the sound.

2. "THE FARMER LOOKS FOR THE TURKEY" (following someone else's beat)

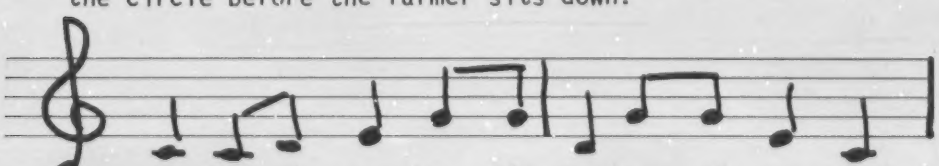
Sit in a circle on the floor. Each child or every few children get a pair of rhythm sticks. The farmer is chosen from the circle. Before the farmer moves at all the children sing:

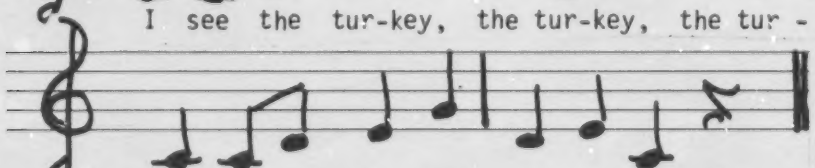




When the song is finished the farmer goes around the circle walking at his own tempo. The others who are playing rhythm sticks must watch and follow his beat. The object is for them to watch and follow a beat other than their own.

The game can be changed to running beats. The children then sing the following song and the farmer must run to find the turkey and the others must follow his beats. Decide how many times you will go around the circle before the farmer sits down.

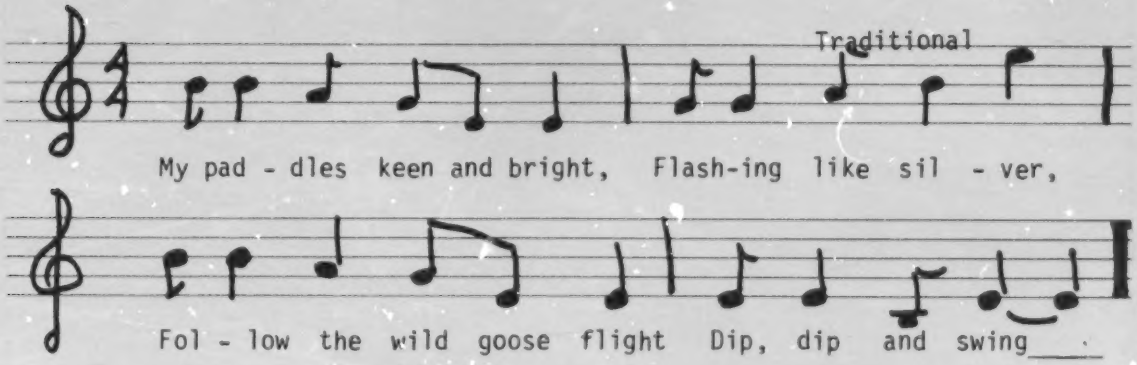




3. "PADDLE YOUR CANOE" (feeling the strong beat or accent)

Play some steady beats on a drum and get the children clapping with you lightly. Make sure they listen carefully so that they don't clap too loud. One way to assure the volume of the clap talk about how many layers of skin you will clap - one layer for the softest and so on. This makes them aware that sound can be made with just a light clap. Have them listen again now as you accent every other beat. How is this different? Let them clap with you - strong-weak, strong-weak. Let them move around stomping their foot on the strong beat and taking a regular step with the accented beat.

Pretend you are going to paddle a canoe. (You may have to show them how). To make the canoe go smoothly you must paddle with regular strokes. Let them paddle with regular strokes as you play the drum with the accented strong-weak pattern. After they are established with the paddling begin singing the song.



Teach the song - emphasize the words that are the accented beats. After they have learned the song see if they can sing and paddle at the same time.

4. "DANCE INDIAN MAN" (feeling the accent)

Using the song "Dance Indian Man" on p. 136 of Ginn, Magic of Music, Kindergarten, follow the same procedure as above. Play steady beats and have them clap with you. They listen as you play and accent the first beat in a set of four. Have them clap with the accented beat loudly and softer on the weak beats. Try pounding their fists on the floor for the accented beats and clapping on the unaccented ones. Count to four on each set.

(Continued next page)

Listen to a piece of Indian music with a strong beat in fours. A possibility is "Dagger Dance" Adventures in Music, Grade 3. Let them use their fists again or clap with the music accenting the beats where they come in the music.

Stand up. Begin moving around the room using one foot to accent the first of the four beats. Once established begin singing the song and let them create an Indian dance. Teach the song and let them do some of the actions with their hands or feet as they sing.

5. "MAKING POPCORN" (Long and short sounds)

This looks like a lot of work but it really isn't once you get started. The objective is to have them hear long and short sounds and try to recreate the sounds to get the feeling of long and short sounds in their bodies.

Use a popcorn popper that you can see through as the corn is popping. It is possible to spread a sheet and use the popper without the lid but it is not quite as controlled.

The children must sit very quietly because you are going to tape record the whole process of making the popcorn. They should observe the order in which things happen and the long and short duration of the various sounds.

Put the microphone close to each of the processes so that you will get sound enough to hear when you listen to the tape. The various things you can tape are:

taking the lid off the oil
dropping the oil on the hot popper
pouring in the popcorn
listening to it sizzle
silence as the corn waits to get hot enough to pop
the first pops of corn
the more frenzied popping
the very last pops (count them silently on your fingers)

When the taping is done have the children listen to the tape. See if they can identify which sounds are which. Talk about what were long songs and short sounds or what made no sound at all.

(continued next page)

Try to recreate what the popcorn did in movement. Outline the place on the floor that will be the popcorn popper surface. Make the sounds of the preparation - the lid coming off, the sizzling, pouring in the popcorn. At this point all curl up on the floor so they become the kernals. Discover how the popcorn starts - one kernal at a time and then more and more until only a few little pops are left. Assign certain children to be the first and last pops. The others will be all the popping in the middle. Go through the whole process without the tape.

On another day do the same thing only let the tape tell the story as the children act it out.

6. "BIG DRUM AND LITTLE DRUM" (playing the beat on drums)

Using the song on p. 128, Ginn, Magic of Music, Kindergarten, let the children play the drum beats on big and small drums. Go over the idea of strong and weak beats. Do some clapping and some moving as a preliminary activity. Teach the song and let some play as you sing.

ACTIVITIES - TEMPO

1. "HOW WOULD YOU MOVE IF YOU WERE....." (body movement fast and slow)

The object of this is to let their bodies react to different tempos through moving in different ways.

Have the children find a space that is big enough for movement. Try a simple walking pattern first. Using the drum to keep the beat steady. Remind them of the pattern for "freeze". On the first "freeze" ask some questions about how they would move if....

They were a pilgrim walking in mud. What would it feel like (have someone show how they would walk - others follow)

They were an Indian walking in deep snow (deep high steps)

Walking in sticky syrup (your feet stick to the ground)

Walking in glue (you can hardly pull one foot from the floor)

Follow each of their movements with the drum playing as they walk. Emphasize the tempo with strong drum beats.

How would you move if you were.....

A turkey running to keep from being Thanksgiving dinner? (turkeys don't run too fast)

A group of Pilgrim children running in a game of tag

To reinforce the idea of slow (which is the hardest concept to get their bodies to respond to) have them look at you and mirror throwing a ball in slow motion. Don't let them finish before you!

2. "Baby Steps and Giant Steps" (body movement fast and slow)

Find a place to move without bumping. Let them show you how babies walk and how giants walk. Let them experiment as you play steady beats on a drum - quick baby steps for a while and then giant steps.

Use the song in the book and play the piano or recording and let them listen to change when the tempo changes in the song.

ACTIVITIES - TONE MATCHING

1. "HIP, HIP HOORAY FOR THANKSGIVING DAY" (finding alike patterns)

Using the song below point out the repeated pattern of "Hip, hip hooray." Talk about cheering at a game. What do the cheerleaders do with their arms? Make up an action for the words "hip, hip hooray" and sing just that much. Sing or play the second pattern which is almost the same "hip, hip, hip hooray" and see if they can tell whether it is exactly the same or almost. Try that pattern with another cheering motion. Learn the song and make up some actions for the rest of the words.

Hip, Hip Hooray for Thanksgiving Day

RECORD: SIDE 1, Band 3 **PICTURE 3**

Words and Music by Miriam Rastatter, P.B.V.M.

Happily
Hip, hip, hoo-ray! Hip, hip, hoo-ray! Hip, hip, hoo-ray! for Thanks-
giv-ing day. Hip, hip, hip hoo - ray! Hip, hip, hip hoo - ray!
Hip, hip, hip hoo-ray for Thanks-giv-ing Day! We're off to Grams, it's
D.C. al fine
plain to see: she'll have lots of tur-key and dress-ing for me! So,

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RESOURCE MATERIALS (Available in the Cedar Falls Schools or ERC)

RECORDS

1. "The Magic of Music" Book Two, Album Side B

   The Hunter (use only the instrumental part and pretend to hunt the turkey)

2. "Meeting Music", ABC Music Side 8

   Tom-Toms (beat and accent)

3. "North American Indian Songs" DR-89 from ERC

SONGS

1. Singing Fun

   Indian Chief (scale song - low to high)

2. Sharing Music, ABC Kindergarten

   Mr. Turkey, p. 126 (low-high)

3. Magic of Music, Ginn Kindergarten

   A Big Fat Turkey, p. 69 (up and down)

4. Discovering Music, ABC Book Two

   Indian Boy, p. 76 (beat and accent)
   Turkey Time, p. 78
   Turkey, Beware!, p. 79

5. This is Music, Kindergarten-Nursery Allyn and Bacon

   Turkey, Turkey Run Away, p. 156
   All Things Bright and Beautiful, p. 92

6. This is Music, Book One, Allyn and Bacon

   Mr. Duck and Mr. Turkey, p. 96
   The Turkeys Run Away, p. 96
   Thank You for This Lovely Day, p. 97

ADDITIONAL RESOURCES

RECORDS

1. "The Small Singer" Bowmar Records

   We Are Thankful (tone matching up and down)
   Indian Dance Song (beat - accent)

2. "The Small Player" Bowmar Records

   Indian Round Dance (beat)
   Huyano - Inca Harvest Dance (beat, rhythm patterns, flute featured)

3. "The Small Listener"

   Dance of the Warriors (beat)

CHRISTMAS

Reading the beat is again reinforced in this unit. Long sounds and short sounds are shown in pattern form by using pictures and the signs for long and short sounds. Rhythm patterns in music are closely related to speech so we use pictures of things which they know to correllate the sound with the picture.

Low and high are reinforced in this unit. The idea that music can go in an up and down direction is introduced. This first introduction is one of general direction and not specific notes.

To show that melody is important in music a game is played to show that songs are recognized by their melodies or tunes.

Because of the amount of Christmas music available it was not deemed necessary to include a lot of additional resource songs.

CHRISTMAS

EMPHASIS: Beat, Rhythm Patterns, Accent

Tone-Matching, High and Low, Up and Down Direction

CONCEPTS: Music moves in a steady beat. Some beats are stronger than others. The beat can be divided into long and short sounds.

Some pitches in music are high and some are low.

Music can go up or down in direction.

Songs are recognized by their melodies or tunes.

OBJECTIVES:

BEAT

Given symbols of Christmas that have one beat in their name pattern the student will increase his awareness of beat.

Given symbols of Christmas that have long and short sounds the student will begin an awareness of dividing the beat into long and short sounds.

Given the symbols for long and short sounds the student will be able to recognize and clap what he sees on a chart.

TONE-MATCHING

Given an arrow pattern moving up or down the student will be able to identify the correct pattern when he hears an upward or downward pattern.

Given piano music or xylophone music played in an up or down direction the student will be able to respond by moving his body or arm in the direction that matches what he hears.

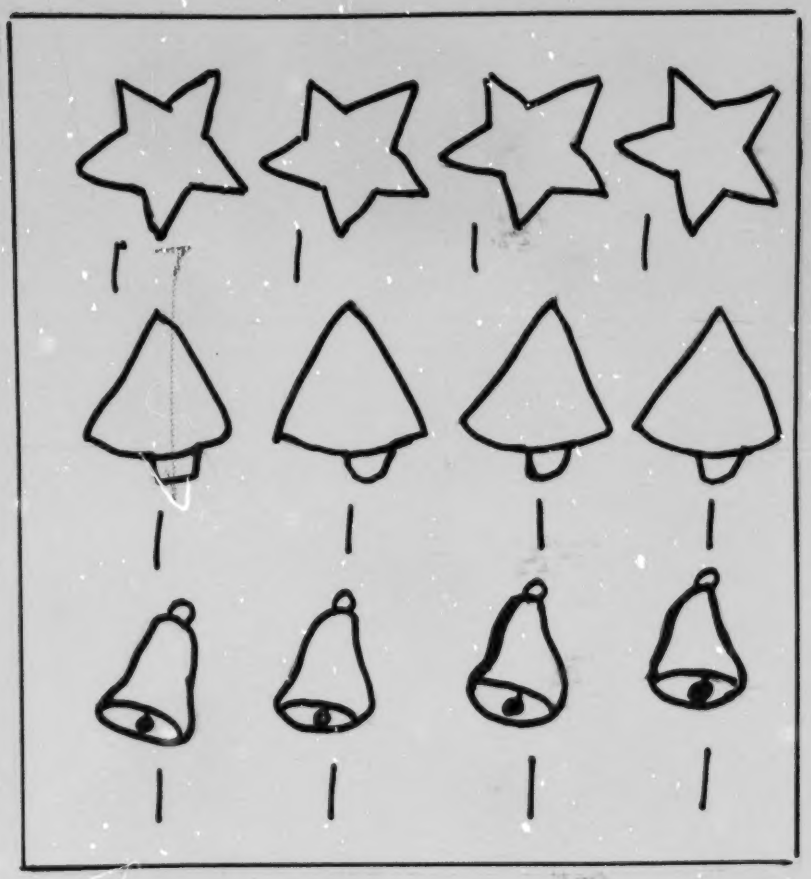
Given an arrow pattern moving up or down and a xylophone the student will be able to play the xylophone to match the pattern given.

Teacher Created

ACTIVITIES- BEAT - ACCENT

1. "THE CHRISTMAS BEAT" (visualizing and clapping the beat)

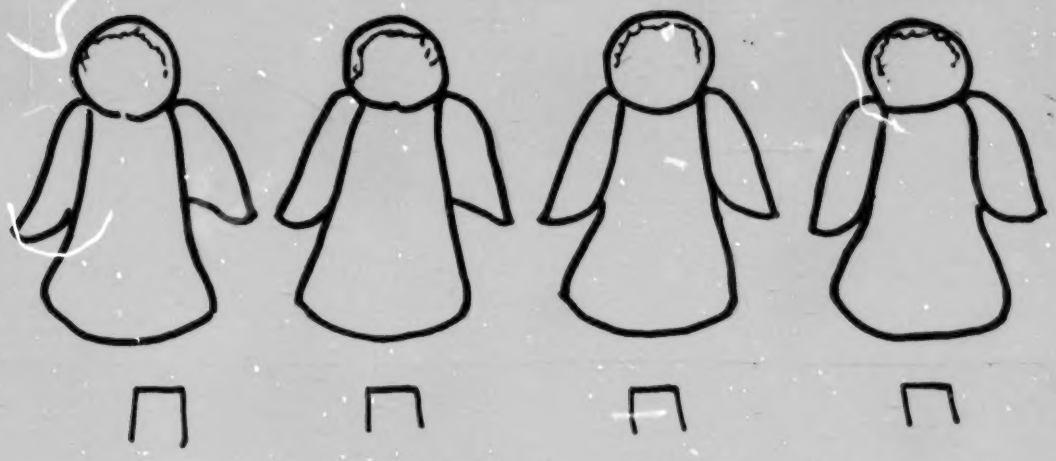
Using pictures of four Christmas symbols (four alike in each row) which have one sound or one beat in their name, make a chart or put objects on a flannel board such as:



Have the children identify the objects and then say them on a steady beat as you point to them. Have them clap as they say the words. This activity can be used many times to reinforce the beat. Point out the vertical line under each picture. This is their "beat mark." Say the names of the pictures with an accent on the first beat to reinforce the idea of strong and weak beats. Put some beat marks on the board without the pictures and have them clap the beat.

2. "PATTERNS OF CHRISTMAS" (Dividing the beat into shorter sounds)

On another chart or flannel board use four symbols of Christmas which have two short sounds such as San-ta, Reindeer, Ru-dolf, An-gel, etc. Put two joined vertical lines under to show the short sounds.



Use three or four different symbols to make a chart. Compare the first chart with it's single sounds to this one. How many times did we clap for each picture? (once) Did what you say sound like what you clapped? (yes, one clap for the entire word) Look at the other chart. Point to the pictures in a steady beat as you say the words. Exaggerate the second sound in each word occuring after the beat. Let them clap the beat and say the words. Is there a sound left over after we clap the beat?

San - ta San - ta
X X

These words have shorter sounds so we will have to fit them into our beat. Clap the words with two short beats. Compare that to the single beat pictures again. Which words have shorter sounds? See if they can think of some other words that have two short sounds. (Christ-mas, Jin-gle, Ru-dolf, Man-ger, Hol-ly, Can-dle)

How do your own names fit now? Does your name have one long sound or two short sounds? See if they can match their names to the long and short symbols. If you run into three sounds in a name - tell them they are special and go on to the next activity.

3. "PUTTING CHRISTMAS PATTERNS TOGETHER" (rhythm patterns)

Now that you have set up the idea that there are long and short sounds in words you can move toward putting combinations together.

Say the word San-ta Claus. Have them clap the beat. Is Claus a long or a short sound? Are there long or short sounds in San-ta? Put a vertical line on the board for Claus (|). What will you have to use for San-ta? (⊓). Now we have a short-short long pattern in Santa Claus. If you have a name like Jennifer or Allison or Mary Ann the name pattern becomes ⊓ |.

Try out some other Christmas symbols and see what they can find for combinations of long and short:

Santa's helper	⊓ ⊓
Santa's Sleigh	⊓ |
Christmas Tree	⊓ |
Christmas Toys	⊓ |
Wooden Soldier	⊓ ⊓
Jingle Bells	⊓ |
Rudolph's Nose	⊓ |

ACTIVITIES - LOW AND HIGH, UP AND DOWN

1. "DECORATE THE TREE" (low - high)

This is a reinforcement of the game played earlier as Birds and Leaves. After some reviewing the concept of high and low with body movement, hand movements, etc., you can replay the game on a different game board. All you need is a piece of tagboard with a green Christmas tree that has nothing on it. The game markers are little decorations for the tree (see patterns in the back or small circles will do) As you play repeated high or low pitches on the piano the individual child chooses the ornament and puts it on either the high part or the low part of the tree. You will have to decide with the class which is the middle part of the tree. Then they can put low or high in any place in that particular area.

2. "SANTA UP THE CHIMNEY" (up - down)

After discussion on the idea that Santa goes up and down the chimney and after some practicing up and down in bodies and arms, you are ready to play the game. Borrow a xylophone and mallet from the music teacher if you don't have one. Make arrows on two pieces of paper or tagboard - one going up and one going down.

Show them the xylophone. Use it sideways on a table so that the low notes are at the bottom and the high notes at the top. Demonstrate the notes going up and down by "swooshing" up and down (not by individual notes) Let them respond with their bodies to what they hear - with their arms, bodies, thumbs up, thumbs down, etc. Have them close their eyes and show that they hear the correct direction by using one of the above movements.

When they have the directions in mind have each child come up individually. Show them an arrow going either up or down and let them tell you first if Santa is going up or down the chimney. Then see if they can play it in the correct direction.

3. NAME THE CHRISTMAS TUNE" (recognizing melodies)

To show that songs are recognized by the tune they have play a game like the TV show "Name That Tune." Give them the first phrase of the familiar Christmas songs and see if they can recognize them and name them.

RESOURCE MATERIALS (Available in the Cedar Falls Schools or ERC)

RECORDS

1. "The Story of the Nutcracker" (filmstrip and recording) SFS-85

2. "Discovering Music" Record, ABC Music

   Shepherds On the Hillside (Latin-American beat)

SONGS

1. The Magic of Music, Ginn, Book One

   Now It is Yule, p. 58.
   The Elves' Christmas Eve, p. 59 (acting out a story)

2. This is Music, Kindergarten-Nursery

   Hanukah Hayom, p. 94
   Dancing Around the Christmas Tree, p. 95
   Children's Song of the Nativity, p. 96
   Jingle Jingle, p. 97
   Holy Day Holly Carol, p. 99

3. Discovering Music, Book Two, ABC series

   Long Ago, p. 83 (tone-matching)
   Shepherds on the Hillside (Latin American Rhythm), p. 82
   Hanukkah, p. 81 (simple tone pattern)

ADDITIONAL RESOURCES

1. "The Small Dancer" Bowmar Records

   Wind Up Toy (tempo)
   Dance of the Puppets (tempo - dynamics)

2. "The Small Singer"

   Christmas is Coming (beat - instruments)

3. "The World About Me" from MY WORLD, Alba Communications, Canfield, Ohio 44406

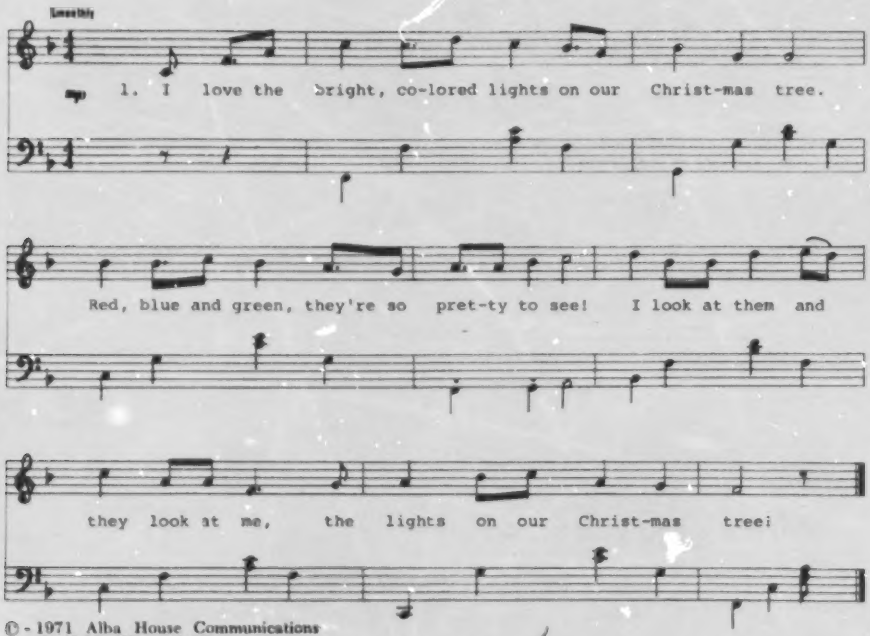
   Our Christmas Tree (on the next page)
   The Little Snowflake

Our Christmas Tree

Christmas is a six-year-old, marveling at the glittering Christmas tree.

RECORD: SIDE 1, BAND 4 **PICTURE 4**

Words and Music by Miriam Rastatter, P.B.V.M.


1. I love the bright, co-lored lights on our Christ-mas tree.
Red, blue and green, they're so pret-ty to see! I look at them and
they look at me, the lights on our Christ-mas tree!

© - 1971 Alba House Communications
Canfield, Ohio 44406

2. I love the round, shiny balls
on our Christmas tree,
Silver and gold, they're so sparkly to see.
I look at them and I see me
In the balls on our Christmas tree.

3. I love the angel that stands
'top our Christmas tree,
Glittery and white,
she's so heavenly to see.
I smile at her and she smiles at me,
The angel 'top our Christmas tree.

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11

WINTER

In the Thanksgiving unit the concept of strong and weak beats was introduced. It was reinforced in the Christmas unit. In this unit the idea of set is introduced. Strong and weak beats make up sets of 2's, 3's, and 4's in music. Some beats are felt but not heard. These are called rests and they have a special sign.

There is also a reinforcement of rhythm patterns with an emphasis on matching what is seen with what is heard.

In tone matching, low and high instruments are added to experience playing the interval. Slightly longer patterns to be matched vocally are also added.

WINTER

EMPHASIS: Beat, Rhythm Patterns, Accent, Meter

Tone Matching, Up and Down, High and Low

CONCEPTS: The steady beat can be divided into sets of 2's, 3's and 4's.

Some beats in music are heard. Some are silent.

We can hear repeated tonal patterns in music.

We can hear and repeat up and down patterns.

OBJECTIVES: BEAT

Given a beanbag or some object the student will be able to pass the beanbag on the beat.

Given sets of beats on a drum with the first beat accented the student will be able to show in movement that he hears the stronger beat or be able to tell the number in the set by counting the strong and weak beats.

Given the symbol for a rest the student will be able to show by using his hands that he sees a rest and recognize it as a silent beat by making no sound.

TONE-MATCHING

Given the melodies of several songs played on the piano the student will be able to hear when a low-high or a high-low pattern occurs and show by movement that he knows which direction it is going.

Given a tonal pattern with more than two notes the student will be able to vocally reproduce the pattern.

Given the visual symbols for up and down in the form of arrows the student will be able to reproduce the direction of the arrow by playing in that direction on a xylophone.

Given the sound of a xylophone going up or down the student will be able to echo the sound correctly and tell which arrow pattern was used.

ACTIVITIES - BEAT

1. "PASS TH SNOWBALL" (steady beat)

Using a beanbag covered with white to represent a snowball, play this game like "Freddy the Frog" in the You Are Special unit. You can either use a poem about winter which has a good strong beat or just use a drum. If you use a drum you might try reversing direction to heighten listening. Make sure they listen to the drum beat before beginning so that they can internalize the beat. Let them bounce their bodies foreward or whatever will get the beat going inside them.

When you reverse directions make sure you give them a different sound (like tapping on the rim of the drum) or a rhythm pattern that signals change of direction. This gives them some time to hear what is going to happen. They should be quite secure in passing on the beat before trying to reverse directions. You can play this anytime with a bean bag just for fun.

Remember to always pass with both hands and set it in the other person's hand to keep them from throwing it at each other.

2. "MAKING A SNOWMAN" (meter in 3's)

Using the "Making a Snowman" song, from Meeting Music, ABC Book I, p. 45, begin by swaying to the rhythm. Play rather slowly so they get the feel of 3's. Say the words of the song and do something different on the first of the three beats such as slap knees, clap, clap, so they feel the threes in sets. Follow up with practice with different sets of 2's, 3's, 4's. Play an echo game or a copy game where they do it with you or wait for you to finish as an echo would.

The "Change Game" can be played by having them copy. When you are going to change from 2's to 3's or 4's, you say "change!" on the last beat of the set you are doing. They have to look to see what you are doing next.

3. "WITHOUT A SOUND AT ALL" (introducing the rest)

Begin with the song "Without a Sound at All" from Ginn Kindergarten The Magic of Music, p. 49. Talk about things that make no sound at all (like snow). Sometimes hands can make a sound and sometimes they make no sound at all. We can still see our hands though even if they make no sounds. We can feel our hands even though they make no sound. In music we have some sounds that we hear and some that we do not hear. The sounds we can hear are beats that make sounds. There is another kind of beat which does not make a sound but we can still feel that it is there. We call these the "silent beats."

(continued next page)

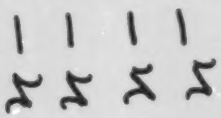
"WITHOUT A SOUND AT ALL" (continued)

Put four vertical lines on the board to represent beats.

Have the children clap them. Do these beats make sounds? Try getting up and moving to the beat. When the drum stops have them dip their knees to show a silent beat. (We're still trying to get the idea of beat being inside and we feel it just as if it were there only we don't hear it.)

Make a sign for a rest. ( ) Show them how to feel a silent beat. Hands are put out in front with palms up and a feeling of motion in the arms so that they feel the beat even though they are making no sound.

Put four rest signs underneath the beat signs. Have them show and feel the rest each time they see you point to it.



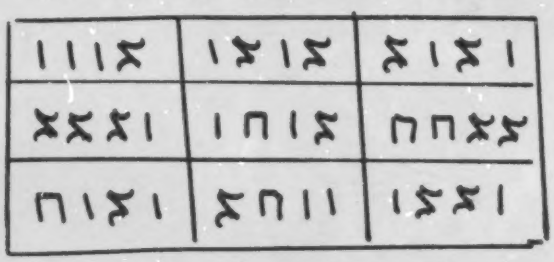
Go around the circle and ask each child his favorite sign - rest or beat. Write each choice in a long line on the board. Point to these and they must respond with the correct sign - clap or rest.

4. "SNOWBALL TIC TAC TOE" (rhythm patterns)

Put a tic tac toe board on the chalkboard with nine different patterns of beat and rest. You could also add some patterns of long and short sounds combined with the rests. Go over all the squares with the children so they clap each one.

Begin the game by asking one child to tell you which pattern you have clapped. You will have to clap it several times so they can check them over. If they tell you the correct one you cover the square with a white snowball made from construction paper.

Another time let a child be the leader. Have them tell you ahead of time which pattern they will do so you can check to see that they do it correctly. They can then call on someone to guess which one they clapped. This is good experience in reading rhythm patterns.



5. "NICK - NACK" (rhythm patterns)

Using this song (This Old Man), p. 74, ABC, Meeting Music, Book I, see if you can find rhythm patterns in a song. Sing the song several times before you begin this activity. Then isolate the pattern "This Old Man" by clapping it (♩ ♪♪ 𝄽). See if they can tell you what to write on the board in short - long terms and the rest. Do the same for "nick-nack paddywack (♪ ♪ ⊓ ♪) and "give a dog a bone" (⊓ ⊓ ♪ 𝄽). Practice the patterns by clapping them and saying the words.

Play a game to see if they can guess which pattern you are clapping.

Sing the song and let them add the patterns to the song by clapping when they occur.

ACTIVITIES - LOW-HIGH, UP AND DOWN, TONE MATCHING

1. "WINTER BELLS" (low - high)

Using songs like "The Zipper Song," ABC, Meeting Music, Grade One p. 47, "Come, Dance in a Circle," Ginn Magic of Music, Kindergarten p. 11, and "Bumbershoot," ABC Kindergarten book p. 37, try to find and eventually play the octave interval. Listen to the songs and have them raise their hands when they hear the low-high pattern. Use their hands to show the direction each time. Use bodies to go from low to high. Sing the intervals in each song. Borrow a xylophone which has removable bars. Take off all but the octave bars C-C and let them play low-high as you sing the songs.

2. "HOT SEAT GAME" (up - down)

After reviewing up and down direction as in "Santa Up The Chimney" play a game where they have to be able to follow the arrow and play the correct direction or listen and identify what was played by showing you the correct arrow.

Two xylophones are placed on the floor - one behind the other. A child sits behind each one. The Hot Seat is the place in front. The person seated in front is given a set of arrows - one going up and one going down. The person sitting behind also has a set of arrows. The teacher points to one of the arrows and the player plays his xylophone in the correct direction.

The person in front must listen and repeat what was played - either up or down. He should also show the class which arrow was used. If he successfully played what was played to him he gets to go to the seat behind and play the next up or down pattern. He is successful if he repeats what was played even if the person behind played the wrong direction. Once they have traded places two more people are chosen to do the same thing.

3. "THE WEATHERMAN" (Tone-matching)

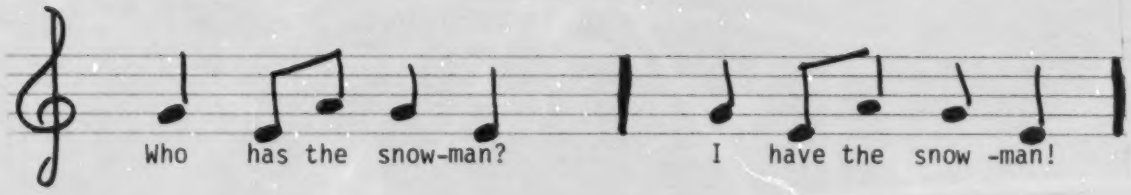
Using the song "The Weatherman", The Magic of Music , Ginn Kindergarten, p. 47, play the response part of the song and have the children sing it several times until they are familiar with it. Then let individual children be the weatherman and answer what he thinks the weather is like that day. If you are keeping track of the weather over a period of time you might have a child assigned each day to be the weatherman. The rest of the class can ask the questions and the person assigned will answer for that day.

4. "WHO HAS THE....." (tone-matching)

This is a repeat of a game played earlier in tone-matching but with the addition of notes in the tone-matching pattern.

Using small pictures on tagboard or figures of icicles, a snowman, a jacket, a snowball, etc. (you need three figures or pictures) hand out one of the figures to each of three children. The children are in a circle with hands behind them. They must close their eyes and keep their hands behind them while the teacher walks around the circle and gives the three objects to three people. They open their eyes when the teacher begins to sing "Who has the ....." The child who has the object answers in the same tonal pattern.

You may want to practice this new pattern a few times before you begin so that they will feel a little more secure doing it alone.



RESOURCE MATERIALS (Available in the Cedar Falls Schools or ERC)

RECORDS

1. "The Magic of Music," Book I

   Snow
   Sparkling Snowflakes
   Walking Through the Snow

2. "Meeting Music" ABC Music Series, Side 10

   Winter Moon

SONGS

1. Meeting Music, ABC, Grade One

   Winter Moon, p. 52

2. Sharing Music, ABC, Kindergarten

   The North Wind's Song, p. 42 (tone match)
   The Shivers, p. 44 (pick out rhythm patterns) (dynamics)

3. This is Music, Kindergarten-Nursery, Allyn and Bacon

   Whirling Snowflakes, p. 100

4. This is Music, Grade One

   Riding in a Sleigh, p. 131
   Snowflakes Softly Falling Down, p. 116
   The Snowman, p. 116

5. Discovering Music, Book 2, ABC Series

   The Little Red Sled, p. 102
   Snow Boots, p. 98 (tone match up and down)

ADDITIONAL RESOURCES

RECORDS

1. "The Small Singer, Volume 2" Bowmar Records

   A World of Snow - (tone color with celeste featured)

CIRCUS

In this unit the children are asked to play a specific beat on a drum or rhythm instruments plus a check on various movements such as walking, hopping, galloping, skipping, etc. It is assumed that these movements would have been a part of movement education in physical education classes but this will tie the two areas together - the use of various body movements to show different kinds of even and uneven beats.

There is another reinforcement of meter in 2's and 3's and a review of fast and slow and loud and soft.

In tone matching we introduce the idea that some pitches stay the same as well as going up or down in direction

CIRCUS

EMPHASIS: Beat, Accent, Reading beat, Running, Skipping and Galloping beat

Tone Matching, up and down, pitches which stay the same.

Tempo - fast and slow

Dynamics - loud and soft

CONCEPTS: Music moves in a steady beat. Sometimes the beat is divided into strong and weak beats. Sometimes the beat is even and sometimes uneven. Strong and weak beats can be shown in writing.

Animals and things move fast or slow. Our bodies can move fast or slow.

Music is sometimes loud and sometimes soft, or it can get louder and get softer gradually.

OBJECTIVES: BEAT - TEMPO

Given a marching song the student will be able to increase his ability to march to the beat.

Given an animal or a circus performer the student will be able to imitate or invent a way for that animal or performer to move and move in the way he has suggested.

Given a movement direction of skip, hop, walk, run, or gallop the student will be able to move in such a way following an instrumental beat as an accompaniment.

Given an instrument such as a drum or rhythm sticks the student will be able to follow the beat of another person moving in a direction such as skip, hop, walk, etc.

TONE-MATCHING

Given a tonal pattern which moves up and one that stays on the same pitch the student will be able to accurately reproduce the pattern vocally.

DYNAMICS

Given a song and an activity which demonstrates loud, soft, or getting louder, getting softer the student will increase his ability to discriminate between the levels of dynamics by moving or singing in the correct dynamic level.

ACTIVITIES - BEAT

1. "CIRCUS MARCH" (keeping a steady beat)

Use a record with a steady beat such as "March of the Toys,", Adventures in Music, Grade 2 or "Circus March," from The Small Dancer, Bowmar Records, to recheck marching with the beat. The "Circus March" goes a little faster and since it is harder to keep the beat when they go faster you might try both records to see if they can march both fast and slow and still keep a steady beat.

2. "WALKING IN THE CIRCUS RING" (movement - walk, run, gallop, skip, etc.)

This game is to check on walking hopping, galloping, and running skills. Children are seated in a large circle. Every other person has a pair or rhythm sticks or a small drum. One person is chosen to be the performer inside the circus ring. A movement direction is given for him to do as the children sing a song. The tune for this is "Here We Go Round the Mulberry Bush" and we change it to circus ring.

Whatever movement is given in the song is the movement that the child should do.

Walking around the circus ring (hopping, gallopping, etc.)
The circus ring, the circus ring
Walking around the circus ring
Now walk home.

The children with instruments keep the beat on their instruments by following the movement of the child. They continue to play his steady beat until he returns to his place in the circle.

3. "CAN YOU FOLLOW MY BEAT?" (playing walk, skip, etc. on instrument)

A child is chosen to be the instrument player. The teacher whispers a beat such as skip, hop, run, walk, etc. and that child must play that beat on a drum or sticks. The rest of the class moves to his beat.

4. "SWING ON THE TRAPEZE" (meter in 3's)

Using any piece of music having a strong beat in threes have the children use their arms to show swinging on the trapeze - arms high above their heads. When they have done this for a while, begin using a drum to show the accented beat. Sit down in the circle and play the accented beat for them. Show how they can get two lighter beats in between. On the board put a long vertical line for the accented beat and two smaller vertical lines for the unaccented beats. (ı ı ı). Have them read the strong-weak-weak several times pointing to the notation. Do the arm swinging exercise again with the drum as the guide. Finish with a repetition of the music.

5. "WALKING ELEPHANTS" (meter in 2's)

Using the Elephant section of the song "Elephants and Kitty Cats" in Ginn, The Magic of Music, Book I, p. 128, or the recorded version children walk swinging their arms in front of them in a steady beat in 2's. Do the same procedure as above with the drum in strong-weak, strong-weak pattern. Write this pattern on the board with one long and one short line. (𝅗𝅥 𝅘𝅥) What is the difference is these patterns? Do both patterns by clapping. Did swinging on the trapeze make you feel different than moving like an elephant? How?

TEMPO - DYNAMICS

1. "HOW DOES THE ANIMAL MOVE?" (fast and slow)

   Put several pictures of animals on the chalkboard. Let the children decide how they will move - fast or slow. Then let them move the way the animal does.

2. "CIRCUS PERFORMERS" (fast and slow - creative movement)

   This is a repeat of another activity which is now geared to circus animals and performers.

   How would you move if you were....

   A Lion
   An Elephant
   A Hippopatamus
   A Galloping pony
   A Bear
   A Giraffe
   A Kangaroo
   A Ringmaster
   A Ballerina
   A Trapeze Artist (climbing up to the trapeze on a ladder)
   A Funny Clown

3. "THE CIRCUS TRAIN (tempo and dynamics)

   All children make a train that will be the Circus train. Discuss how the train will sound when it is coming into the station. What will it sound like far away? as it gets closer? Will it be loud or soft or fast or slow? Who will be on the train?

   Create this story:

   The circus train is coming. We can hear the whistle far, far away. You are the train coming in. It is late so it is going very fast. Now I can see it. It is coming into the station and it is getting slower and slower. Now it stops. They are going to unload the animals. First the elephants - move as they would move. (Play the drum as they move) Now the monkeys, etc. until you unload as many as you want to unload.) Now the train is getting ready to leave the station. It starts very slowly but then it picks up speed and goes faster and faster. I can hardly see or hear it any more. (They come back quietly to the circle)

   On another day use the song "The Train" in ABC Meeting Music, p. 30 and act out the train. Begin singing slowly and softly and get louder and faster and vice versa.

ACTIVITIES - TONE - MATCHING

1. "BUY MY BALLOONS!" (Tone-matching and phrasing)

Play the first phrase of the song below. What direction does it go? Play the second phrase. Does it sound the same? Pretend you are selling balloons at the circus. Sing the first two phrases - trying for accuracy in matching the pitches. Play the third phrase. Does this sound like the other two phrases?(stays the same) Try singing on the same pitch pattern (make sure everyone tries to find the same pitch to start with). Sing all three phrases. Which one is different? Why?

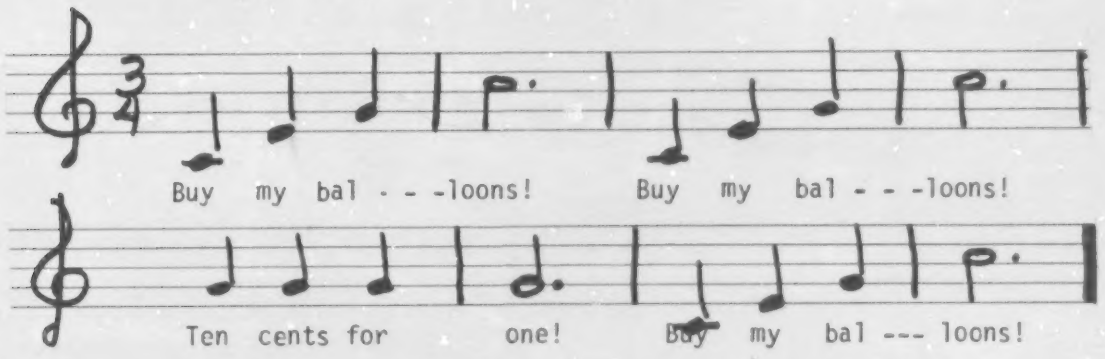
Our bodies show direction by moving and our voices must do the same - go up or down as the notes tell us. Use your bodies to show the movements for the first two phrases. How will you move to the third phrase?

Play the last phrase of the song. Which part of the song is this last phrase like? Sing the whole song with arm or body movements - making sure that the bodies come up just a little at a time.

Play a game with individual people being the sellers of the balloons. One person comes up to ask the seller "How much are they" before the third phrase is sung. The seller must answer "Ten cents for one!" in the same note pattern. The child who is the buyer goes back to his seat and the seller sings the last phrase one more time to complete the song.

This can also be done as a circle activity. One person is chosen to be the buyer of the balloons. He walks around the circle as the whole class sings the first two phrases. Whoever he stops in front of at that point he must ask "How much are they?" and that person in the circle must answer on the single note response. The class sings the last phrase as the buyer goes back to his place.

Some children might be able to find the pattern on a xylophone with a little experimentation.



RESOURCE MATERIALS (Available in the Cedar Falls Schools or ERC)

RECORDS

1. "Animal Rhythms" DR-143 (ERC)
2. "Discovering Music", ABC Book II recording

   Let's Have a Circus (A series of circus songs)

SONGS

1. This is Music, Book One, Allyn and Bacon

   Animal Fare, p. 59
   Circus Day Parade, p. 86

2. This is Music, Kindergarten-Nursery, Allyn and Bacon

   Circus Clown, p. 156

3. Sharing Music, ABC Kindergarten

   The Elephant, p. 62
   The Giraffe, p. 64
   The Camel, p. 67
   Oh When We March, p. 52
   Going to Bombay, p. 66 (follow the leader gaem)
   Marching Song, p. 69

4. Discovering Music, ABC Book II

   Let's Have a Circus (series of songs), p.57

5. Meeting Music, ABC Grade I

   The Merry Go Round, p. 58 (meter in 3)
   A Roar and a Growl, p. 94 (meter in 3)

6. Singing Fun

   Circus songs, p. 65-71

ADDITIONAL RESOURCES

1. "The Small Dancer" Bowmar Records

   Circus March
   Clown Doll
   The Merry-Go-Round

2. "Rhythm Time #2" Bowmar Records

   Ponies
   Galloping Horses
   Mother Bear
   Father Bear

3. "The Small Singer"

   Balloons for Sale (tone matching)
   Merry-Go-Round

4. "The Small Listener" Bowmar Records

   Parade (Tanssman) (dynamics - getting louder and softer)

5. "The Small Player" Bowmar Records

   National Emblem March

VALENTINE'S DAY

The Valentine's Day Unit is basically a review of previously learned concepts - beat, meter, reading the beat, internalizing the beat and recognizing and responding to the rest sign.

The new concept introduced is the visual recognition of the interval of a skip in a melody.

VALENTINE'S DAY

EMPHASIS: Beat, reading the beat, rest, meter in 2's and 3's.

Tone-matching, the interval of a skip in a melody

CONCEPTS: The steady beat can be seen through pictures or heard in a poem.

The silent beats in music have a sign and a movement to show resting.

Music moves in 2's and 3's and our bodies have a different feeling for each meter.

Some pitches in music are an interval of a skip.

OBJECTIVES: BEAT

Given a chart or a series of pictures of objects and verses to go with them the student will be able to increase his ability to visualize beat and rest and to respond by clapping or showing the silent beat with the movement for rest.

Given music in 2's and 3's the student will be able to move in the meters and to verbalize about the difference in feeling between the two meters.

TONE-MATCHING

Given a tone matching pattern which moves by skip the student will be able to vocally reproduce the pitches.

Teacher center

ACTIVITIES - BEAT

1. "A VALENTINE PARTY" (steady beat and movement - direction words)

Using the first page of the song "A Jolly Party" in Ginn, Magic of Music, Book I, p. 74 play this as a circle game by changing some of the words. The object is to keep the beat and use some movement and direction words.

Let's have a jolly party, a party, a party (walk around the circle)
Let's have a jolly party on Valentine's Day.

Go in and meet the people, the people, the people (walk to center of circle)
Go in and meet the people on Valentine's Day.

Go out and get the treats, the treats, the treats, (walk out of the circle)
Go out and get the treats on Valentine's Day.

Now you get a partner, a partner, a partner (turn and get a partner)
Now you get a partner on Valentine's Day.

Go walking with your partner, your partner, your partner (walk around the circle)
Go walking with your partner on Valentine's Day.

You can devise other ways of doing things at the parting emphasizing the beat in whatever you do.

Use the song at another time to show the strong-weak, strong-weak beat pattern. Sing the song and play the beats as you sing or clap the beats strong-weak. What was the beat pattern? (show it on the board with the vertical lines | , | ,)

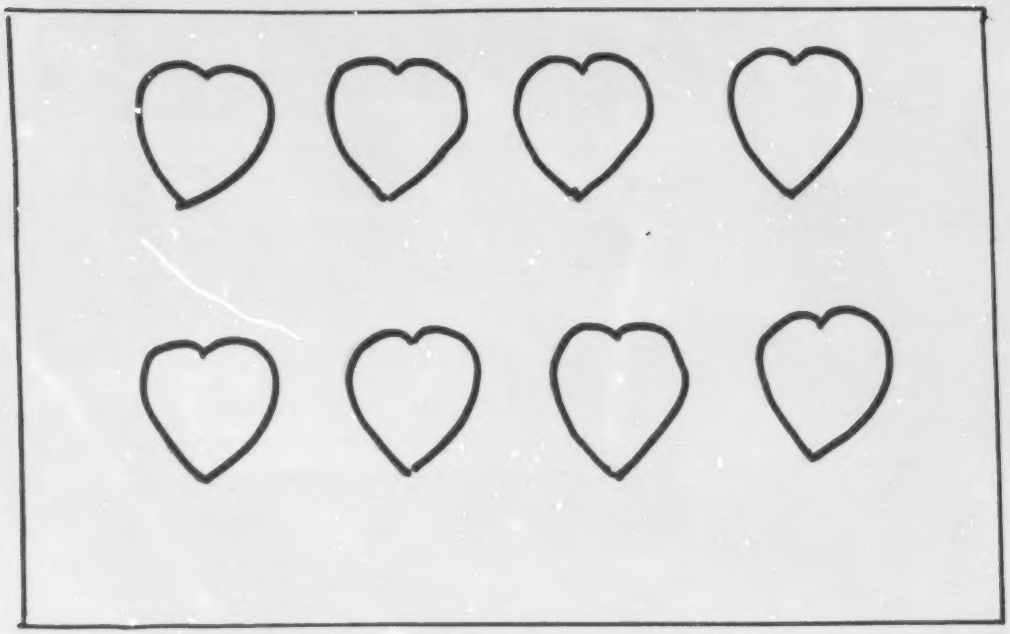
2. "HAVE A HEART" (meter in 3's)

Using the song "Have a Heart", ABC Meeting Music, Book I, p. 147, try to get the feel of meter in 3's.

Begin by swaying to the music or using arms hanging loosely in front of them. The music should be played very flowing to get the feel of the beat in 3's. After they have learned the song do a partner game in a circle. Partners face each other and join hands. They swing their arms together in 3's (this may help some who don't quite have the feel of 3's yet). Each time they sing the song the inside circle moves to a new partner.

3. "THE VALENTINE BEAT" (steady beat - visualizing beat)

Make a chart as below.



Say the rhyme: Valentine, Valentine,
Won't you be my Valentine.

Point to the beats as you say the rhyme. Count the number of hearts on the chart. Point to the hearts as they say the rhyme. Clap the beat and say the rhyme. Clap and say "heart" for each beat.

When they know the rhyme well and have done several things to reinforce beat, see if they can say the rhyme by "thinking" it - saying aloud only the first word and the last "tine."

5. THE MISSING HEART" (using the rest in beat and patterns)

Using the same chart as in the previous activity add some variety by using the rest mark. Make several squares or hearts the same size as those on the chart and put a rest sign on them. Put a few rests over some of the hearts. They can only say the word "heart" if there is a heart showing. If there is no heart showing they must give the sign for the rest. Keep changing the rest signs around so that they have to stay alert.

You can end up by having all rests. Make sure they feel the rest movement by moving their arms. The beats are still there but they cannot be heard. Try saying the rhyme "inside" while you use the resting sign. See if you can now end up at the same time.

ACTIVITIES - TONE MATCHING

1. "LOVE SOMEBODY" (tone-matching patterns going up - showing intervals)

This activity is based on the song "Love Somebody" This is Music, Kindergarten, p. 101.

Begin by playing just the first three notes. Decide which is the highest note. Use bodies or hands to show how it goes up. Sing the pattern on loo. Work for accurate pitches and then continue learning the song.

Go back to the first notes again and point out the note that is the same (the two notes on ..body)

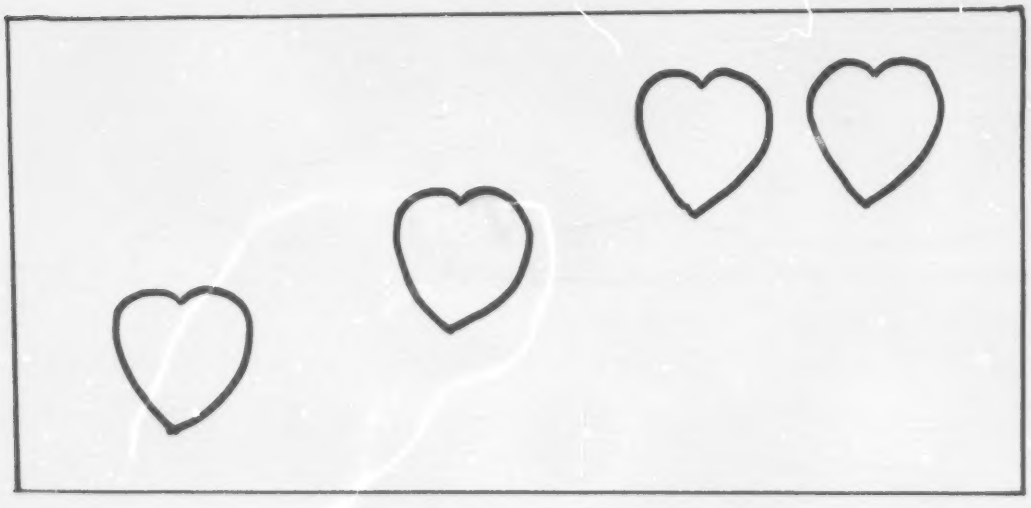
Show the pattern of notes on the board with lines.

Put hearts on the flannel board to show the upward movement - leaving spaces to show that the notes are not right next to each other but that they leave a space in between.

Put the note on the same level where the pitches are the same. Sing the phrase several times noting the skip and same pattern.

Review the "Buy My Balloons" pattern. Put circles for balloons on the flannel board to show that movement in all skips. Sing the phrase while you point.

If you have a step bell or a xylophone show them the skips as you play the patterns as well as showing the notes that stay the same.



RESOURCE MATERIALS - (Available in the Cedar Falls Schools or ERC)

RECORDS

1. "Discovering Music" ABC Book II

   Valentine Box

SONGS

1. This is Music, Kindergarten, Allyn and Bacon

   Love Somebody, p. 101
   Valentine Song, p. 11

2. This is Music, Book I

   Johnny Gave Me Apples, p. 108 (beat and rhythm patterns)

3. Sharing Music, Kindergarten ABC

   A Valentine, p. 120
   The Postman, p. 22

4. Meeting Music, ABC, Book I

   Be My Valentine, p. 146 (Pass the heart around the circle)
   Have a Heart, p. 147

5. The Magic of Music, Ginn Kindergarten

   The Best of Friends, p. 84
   A Valentine for Mother, p. 85.

6. The Magic of Music, Book I

   My Valentine, p. 76
   The Best of Friends, p. 76

7. Discovering Music, Book II

   Valentine Box, p. 112 (tone matching - repeated notes)

ADDITIONAL RESOURCES

RECORDS

1. "Growing Up With Ella Jenkins," Folkways Records FC 7662
   Shake Hands with Friends
2. "The Small Singer" Volume 2, Bowmar Records
   Love Somebody

SONGS:

A Valentine (tone-matching - repeated tones)

A Valentine

Adapted words
Dutch Folk Tune

I'm giv- ing you a Val - en-tine, Val - en-tine,
Val - en - tine, I'm giv- ing you a Val - en-tine, And
you will get it soon. Val - en - tine, Val - en -tine,
Won't you be my Val - en - tine? Val - en - tine, Val - en -tine,
You will get it soon.

SPRING

Activities in the Spring unit include beat, meter, rhythm patterns, tempo and tone matching reinforcement.

A new concept introduced is form. Now that they have a background in high-low, up-down, and tone matching they should be more aware of the "sound" of a melody or tonal pattern. The object in teaching form is to show that songs are made up of tonal patterns - some of which are the same, some different. Different patterns are used to make the sound more interesting. Flannel board objects or charts are used to show visually that sounds which are alike should also look alike. This is the first introduction to the idea of reading music - a later concept-that patterns in notes that look alike should also sound alike.

Harmony is introduced only as an accompaniment idea - that it is something that goes along with the melody and creates more than one sound at a time.

SPRING

EMPHASIS: Beat, Meter, Rhythm Patterns,

Tone matching

Tempo

Dynamics

CONCEPTS: Music moves in sets of two, three and sometimes four beats to a set.

Patterns can be made from words. Putting pitches with those words makes a musical tone pattern.

Songs are made from different tone patterns.

Music is put together to make a sound by using patterns that alike and different.

Harmony is an accompaniment that adds to the melody.

OBJECTIVES:

METER

Given songs or activities in different meters the student will be able to name the meter (set) and to show in body movement that he feels the accented or first beat in the set.

TEMPO

Given animal names or songs about animals the student will increase his knowledge of fast and slow by moving in the tempo that fits the animal named.

TONE-MATCHING

Given familiar tone patterns contained within a song the student will recognize those patterns and be able to raise his hand when he hears like and different, vocally reproduce the patterns and play them on a melody instrument.

FORM

Given songs one phrase at a time and flannelboard objects the student will be able to put the correct object on the flannelboard to show that he hears that section of the music.

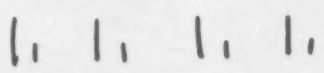
HARMONY

With the teacher pushing the chord bars on an autoharp the child will be able to strum the autoharp on the beat to create an accompaniment to the song.

Teacher center

1. "FUNNY LITTLE BUNNY" (beat and accent - meter)

Learn the song in Ginn, Magic of Music, Book I, p. 105. Hop on the beat. Clap the beat. Add rhythm sticks or a woodblock on the beat. Use the feel of two beats to show accent. Tap the rhythm sticks or woodblock in a strong-weak pattern. Sing the song with the rhythm sticks marking the meter in two. How many beats are in the set? Write out the meter on the board. Clap the meter and say the beat - 1-2, 1-2.



2. "THE FARMER PLANTS THE SEED" (rhythm patterns)

Using the tune "The Farmer in the Dell" and the words below put flannel board pictures up and make a flannel board song. Sing the song with the pictures. Sing the song and clap the beat. One beat will be heard with no words. What do we call the silent beat? (rest) Put a rest sign on the board. Clap and sing again. Does one line have words on all the beats? (third). Write out those four beats in the third line position.

Sing the first line and ask them what to write ( ). Do the same for the second line. The third line is already one for us. What will be written for the last line? ( ). Sing and clap to discover what to write. You have now made a chart of the beat pattern of the song. Clap the chart several times to get the feel of the beat. How many beats are in the set this time? (4)

Words:

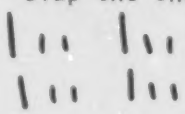
The farmer plants the seed,
The rain begins to fall,
The seed begins to grow,
The sun begins to shine,
The seed becomes a plant, etc.

3. "SWINGING" (meter in 3's)

Use the song "Swinging" in Discovering Music, ABC Book II, p. 11 or another song which has a strong meter in three.

As you play or sing the song the children swing arms in motions of swinging with arms hanging in front. Say the words to the song and exaggerate the accented words. Use rhythm sticks or a woodblock as they swing to accent the first beat and play quietly on the other weaker beats. After the children have been seated again play the set of three and discover with them what the set is.

Put the set on the board with strong and weak beats represented by long and short vertical lines. Put four of them on the board to make a chart. Clap the chart several times.



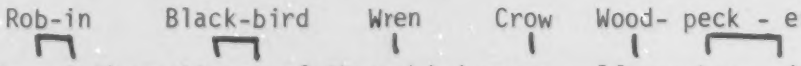
4. "CHANGE GAME"

This is a game which has been done before. This time instead of using just the word "change" when you want them to change patterns you use the idea of meter.

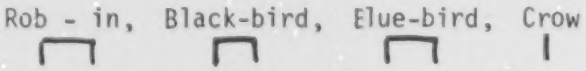
Start by using sets of four - slapping your knees on the strong beat and clapping the weaker beats. Do meter in four for a while to establish the pattern. When you want to change to a different meter say "three's" or "twos" on the last beat of the set. They have to change then to whatever number you call.

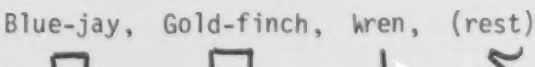
5. "BIRD NAME PATTERNS"

Review the concept of long and short sounds. This was introduced in the Christmas unit in "Patterns of Christmas." This time have them name some birds they know and discover whether the names have one long sound or two short sounds or possibly combinations of long and short. Some possibilities are:



Write out the patterns of these bird names. If you have pictures of birds you can use it as a flannel board activity or use them with masking tape on the blackboard. Make up some combinations and possibly end with a rest. Say the names as well as clapping the patterns with no words to reinforce the reading of the patterns.





6. "THE BUG" (rhythm patterns and tone-matching same pitches)

The Bug
German Folk Tune
What's the shin - y thing I see? Just a lit -tle B -U-- G.
He is not a - fraid of me He knows I'm not a B - U - G.
Ev' ry plant must seem a tree when you're just a B - U - G.
Still he's hap -py, that I see. Fun - ny lit -tle B - U - G.

Become familiar with the song. After they know it have them clap as they sing the B-U-G on the rhythm pattern (⊓ |).

The second time they sing the song they clap on B and do not say it.

The third time leave off the U and the last time the G.

Put the pattern on the board. Clap it several times. Spell the word and clap it. Sing the song again and clap the rhythm pattern each time instead of singing the letters of B-U-G.

Find other words or names which fit that pattern (⊓ |)

ACTIVITIES - TONE-MATCHING

1. "BUMBERSHOOT" (low-high)

   Use the song "Bumbershoot," Sharing Music, Kindergarten, p. 37. Use the body to show the pushing up of the umbrella. Sing the pattern with low-high used as the words instead of "push up." Use the hands to show low to high.

   Play or let individual children play the low-high pattern on a xylophone while the others sing.

2. "THE CUCKOO" (tone-matching a familiar pattern - rhythm patterns)

   Using the song "The Cuckoo" from Magic of Music, Ginn, Book I, p. 31 play just the cuckoo song pattern on the piano or bells. See if they can sing it back to you accurately. Where have we heard this before? (they should now be able to quickly associate it with the "hello" pattern). Play the last two lines of the song containing the cuckoo song pattern. Have them raise their hands every time they hear the familiar pattern. See if they know what kind of a bird makes this sound. Practice with them singing the cuckoo each time you come to it in the song. Gradually add the last part of the cuckoo song which is a longer pattern. Learn the whole song. Perhaps some could listen and play the pattern on the xylophone when it comes in the song.

3. "I AM BUNNY PINK EARS" (tone-matching)

   As you learn this song point out again the two note pattern which occurs on "Thank you, thank you," Sing the pattern. Have children play it on a xylophone as they come to the part in the song.

ACTIVITIES - FORM

1. "FUNNY LITTLE BUNNY" (finding like and unlike phrases)

This song was learned in the meter section of this unit. This time it is used for teaching form - finding phrases of the song which are alike and those which are different.

Play each phrase separately. Tell them you will stop in between parts. Let them count how many phrases you play.

Play then just the first phrase "Hippity Hop, Hippity Hop, Funny Little Bunny." Let them sing it with you.

Play the second phrase without any singing. Did that part sound like the first one or was it different? You may have to play both of them to show them again.

Try the third phrase - "Hopping around on his bunny feet - looking for lettuce and carrots to eat". Play it or sing it a couple of times. Play the first phrase again. Are those phrases alike or different?

Have the children then listen to the last phrase. Which part does this phrase sound like?

Play the whole song. How many phrases are alike and how many are different? Raise your hand when you hear something different.

Become the phrases. If they sound alike the movements you make must be the same. When the bunny stops for something to eat the movement should be different.

Show the form on the flannel board by using three rabbit flannel board objects and a head of lettuce made from one of the tree flannel board objects. These are found in most assortments. To make the lettuce head just cut off the bottom part of the tree. Give the four objects to four people. Sing the song and have them put their objects on the flannel board as they hear their part of the song. You will have rabbit number 1, number 2 and number 3 and one person for the lettuce.

Sing the song with the objects all on the flannel board and point to each as that phrase is sung.

2. "SPRING CLEANING" (finding like and unlike phrases)

This activity uses the song "Lady, Lady" from Sharing Music, ABC Kindergarten, p. 18.

Begin by playing the two note pattern of "Lady, Lady." They should recognize it immediately. Sing it with the words. Then teach the other part of the phrase.

Play the second phrase "sweep them low and sweep them high." Does this part sound like the first one?

Play the next phrase "sweep the cobwebs out of the sky." (If you leave out the word "and" and the note which is above it, the phrase will sound more similar to them.) Which does this sound like - the first part or the second part?

Play the last line. Which does this sound like?

Using some flannel board objects - rabbits and stars or other animals they might choose let them again put objects on the flannel board. When they choose they must remember that those parts of the song which sound alike will have to have the same picture.

After the flannel board is complete sing the song again pointing to the objects to again reinforce singing and seeing like and unlike parts.

On another day when you do either of the two activities begin to use letters of the alphabet under the objects. The first part or section of a song is always called A. Anything different than that is called B. If the object is the same the letter will have to be the same. Using the alphabet is a short-cut that we can use in music which means the same or different. Try some other combinations of A and B and see if they can put the correct letters under pictures.

ACTIVITIES - TEMPO

1. "SLOW AS A....."

Play a game in which you ask the question "What is slow as a....." or "fast as a....." Have them name an animal which is fast or slow as a ..... As each animal is mentioned have them move like that animal would in the correct tempo.

2. "WHAT ANIMAL AM I"

Have individual children pantomime an animal in the correct tempo and have others guess which animal it is.

ACTIVITIES - DYNAMICS

1. "IT'S RAINING!"

Create a rain storm with changes of loud and soft and fast and slow.

Begin by tapping forefingers together to make a very light rain which is just coming down in drips.

Increase the sound of the rain by clapping very lightly.

The next increase is to pat fingers on the floor a little faster and heavier.

Use both palms on the floor. Use fists to make the loudest sound and it will also be the fastest sound.

Reverse the process for the rain ending.

ACTIVITIES - HARMONY

1. "MR. RABBIT"

Using the song "Mister Rabbit," This is Music, Book I, p. 61, the children can play a harmonic accompaniment to the song on the autoharp. The song contains only one chord. The teacher pushes down the F chord button and the children individually come up and strum the autoharp on the beat to create the accompaniment while the others sing.

Teacher Center

RESOURCE MATERIALS (Available in Cedar Falls Schools or ERC)

1. "Adventures in Music" Grade One

   Leap Frog
   Ballet of the Unhatched Chicks (form)

2. "Meeting Music" ABC, Grade One

   Over in the Meadow (accompaniment for song p. 82)
   Out-of-Doors (beat)

SONGS

1. This is Music, Kindergarten-Nursery - Allyn and Bacon

   Birdie, Birdie, p. 112
   Springtime, p. 105

2. This is Music, Book I, Allyn and Bacon

   Frog in the Pool, p. 67

3. Sharing Music, ABC Kindergarten

   Time to Rise, p. 13
   Bumbershoot, p. 37
   Listen to the Rain, p. 38 (tone-matching)
   Thunder, p. 39
   A Tree Grows Straight, p. 41 (up and down)
   Spring, p. 45 (tone-matching)
   Spring is Coming, p. 45 (meter in 3's)
   The Robin's Song, p. 46
   Green Grass, p. 57 (walking, jumping, skipping)
   Little Bunny Rabbit, p. 60 (tip-toe movement)
   Teddy Bear, p. 65 (jump roping)
   Little Redbird, p. 71 (AABA form)
   Mr. Cricket, p. 72 (movement)
   See, Saw, Margery Daw, p. 91 (tone-matching, beat)

4. Meeting Music, ABC Book I

   Spring, p. 49
   Green Grow the Leaves, p. 50
   See-Saw, p. 59
   Over in the Meadow, p. 82
   Bright Yellow Butterfly, p. 84
   Freddy the Frog, p. 86 (low-high)
   Caterpillar, p. 88 (up and down - same note pattern)
   Spring Story, p. 127
   Deep in the Woods, p. 51

5. Discovering Music, ABC Book II

   Klickety, Klackety, p. 94.
   Mister Rabbit, p. 52 (rests)
   A Happy Song, p. 171
   The Frisky Squirrel, p. 122

6. Magic of Music, Kindergarten, Ginn

   My Teeter Totter, p. 140 (up and down)
   Up and Down, p. 141
   Five Little Chicadees, p. 144
   Six Little Ducks, p. 145
   Little Bird on My Window, p. 6
   Springtime, p. 52
   Rain, Rain, p. 53
   Butterfly, p. 56
   Little Bunny Hop Hop, p. 153 (beat)
   Easter Bunny, p. 86
   I Am Bunny Pink Ears, p. 87
   Sleepyhead, p. 100 (up and down)

7. Magic of Music, Ginn, Book I

   The Cuckoo, p. 31
   Pichipichi Jabujabu, p. 32
   Bunny Ears, p. 78
   Little Brown Turtle, p. 102 (tempo)
   Mr. Snail, p. 103 (tempo)
   Baby Chicks, p. 104
   Funny Little Bunny, p. 105
   Jump or Jiggle, p. 130

8. Singing Fun

   It's Spring (whole section of Spring songs)
   Easter Bunny, p. 29
   A Green Frog, p. 30
   My Easter Bonnet, p. 31
   Pussy Willow, p. 32
   Little Seeds, p. 33
   Springtime, p. 34

ADDITIONAL MATERIALS

RECORDS

1. "The Small Singer" Bowmar Records

   I Know It's Spring

2. "The Small Dancer" Bowmar Records

   Grasshoppers

3. "Rhythm Time #2"

   Frogs
   Hopping Rabbits

4. "The Small Listener"

   A Light Rain - Barwinsky (beat, tempo)

SONGS

1. "The World About Me" from MY WORLD, Alba Communications

   My Bare Feet (attached)
   Springtime (attached)

My Bare Feet

Happiness is different things to different people, but to a child, happiness is going barefoot. Singing this song, the child experiences all the summer sensations of barefoot adventures.

RECORD: SIDE 1, BAND 9 **PICTURE 9** Words and Music by Miriam Rastatter, P.B.V.M

Merrily
1. I like the feel of the grass on my bare feet,
my bare feet, my bare feet; I like the feel of the grass on
my bare feet, it tick - les in - be - tween my toes.

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2. I like the feel of the sand
on my bare feet,
My bare feet, my bare feet;
I like the feel of the sand
on my bare feet;
It tinkles in between my toes.

3. I like the feel of the mud
on my bare feet,
My bare feet, my bare feet;
I like the feel of the mud
on my bare feet;
It "squooshes" in between my toes.

Children will enjoy making up additional verses for this song, based on their own experiences.

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Springtime

Robins and daffodils spell *Spring*. The sight of the first robin or daffodil is a moment of joy. This song captures the wide-eyed delight of a child's *Spring* discoveries.

RECORD: SIDE 1, BAND 8 **PICTURE 8**

Words and Music by Miriam Rastatter, P.B.V.M.

I just met a ro-bin and a daf-fo- dil, as I was walk-ing
o-ver the hill. The ro-bin chirped and the daf-fo- dil winked.
(chirp)
(wink)
Spring's here! Spring's here! Don't you think?!

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FARM

In the Farm unit the concepts of beat and rhythm patterns are reviewed and they are tied together through the use of form. The "Sandwich" activity uses rhythm patterns to create form. The "Animal Movements" create form by moving. A combination of beat and creative movement comes in re-creating the chicks hatching to show the form of a piece of music called "Ballet of the Unhatched Chicks."

Tone color is reviewed with a little more emphasis on the names of the instruments. The beat is used in an activity where a piece of machinery is created with different instrument or vocal sounds.

There is also a review of tempo and dynamics included in the activities above.

In addition to high and low and skip intervals an introduction is made to step by step movement which eventually becomes a major scale.

FARM

EMPHASIS: Beat, Rhythm pattern (review

Tempo (review)

Dynamics (review)

Form

Tone Color

Intervals (steps, skips and staying the same)

CONCEPTS: Music is put together in sections. We label them by letters of the alphabet. Those which sound alike have the same letter.

Voices and Instruments make sounds. They can be recognized by the sound they make.

Music moves up or down by steps or skips or sometimes the pitches stay in the same place. The skips can be small or big.

OBJECTIVES: Given songs, rhythm patterns, pictures, etc., the student will be able to recognize the same or different in sound or sight and appropriately label the parts.

Given songs or recorded music the student will demonstrate his knowledge of form by moving in different ways to the different sections of the music.

INTERVALS

Given songs which move by steps, skips, or staying the same the child will be able to show by body movement or arm movement that he recognizes steps and skips and the correct direction of up or down.

TONE COLOR

Given percussion instrument sounds or voice sounds the student will be able to name the instrument or voice which is making the sound.

ACTIVITIES - BEAT - RHYTHM PATTERNS

1. "FARM RHYTHMS" (rhythm patterns)

   Decide on the rhythmic sounds of several animals or machinery names. Put the long-short sounds on the board or on a chart with pictures. Make combinations like pig, pig, tractor, cow. Make up some like tractor, tractor, tractor, plow. Say the words. Clap the beats. Clap the charts without sounds. Do other patterns by clapping and have the children echo your pattern.

2. THE FARMER IN THE FIELD" (steady beat)

   Using the melody of "The Farmer in the Dell" the children pick corn, gather eggs, etc., with emphasis on keeping the beat in whatever they do.

   Say the rhyme first and clap the beat. See where the steady beat is in the rhyme. Trying to remember the beat by saying only the first and the last word of the rhyme and see if you come out together.

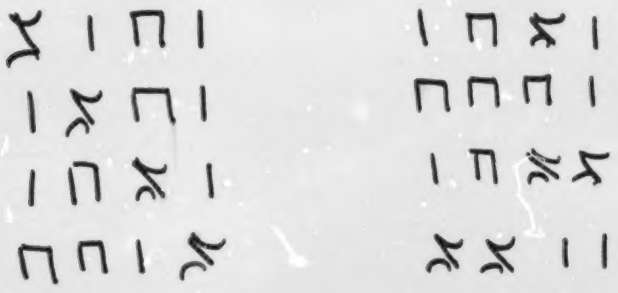
   Act out the rhyme by working together on the beat for whatever the farmer does.

   The farmer sows the seed...
   The farmer picks the corn...
   The farmer gathers eggs....
   The farmer feeds the pigs...
   etc.

3. "BINGO" (making up rhythm patterns)

   Using the song "Bingo" work out the rhythm patterns of the spelling of B-I-N-G-O. Clap the pattern instead of spelling the name. Try some other patterns and see if they will fit into the beat even though they do not match the spelling pattern. Try using all rests but feeling the beat with their hands outstretched. Leave off one letter at a time and rest on that letter.

   Some possible combinations to use with the spelling are:



ACTIVITIES - FORM

1. "BABY CHICKS" (AABA form)

Using the song "Baby Chicks" from Ginn, Magic of Music, Book I, p. 104, pretend to be pecking out of the eggs. Use rhythm sticks to represent the pecking sound.

Listen to "Ballet of the Unhatched Chicks" from RCA Adventures in Music, Grade One. This music is in ABAA form. There is a secret signal in the music to tell you when the individual chicks hatch. (It is a short swooping pattern.) See if they can hear how many chicks hatch. What happens in the middle of the music - are the hens still pecking? (The music is very free - as if the new chicks are trying to walk for the first time) What happens then? (The music goes back to the pecking sound). How many more chicks were hatched? (1)

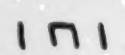
Act out the music. Let them see that different movements are used for different sections of the music. Use flannel board objects or the blackboard to show that two of the sections were alike (the pecking parts) and the middle section was different. You can use pictures or shapes - anything that will show different sections.

Listen to the music again point to the parts to reinforce seeing and hearing like and different sections.

2. "ANIMAL MOVEMENTS" (making up new forms)

Make up your own forms of music by movement. Choose the form - AB, ABA, AABA, etc, and let the children move to the beat as the animal would move. Write the letters out on the board or put pictures to represent the animals. Emphasize that they must do the same action if they are the same part each time.

3. "RHYTHM PATTERN SANDWICHES" (making up new forms)

Put a rhythm pattern on the board such as  .

Put the letter "A" beside it. This is the pattern that never changes. Have a child suggest a pattern to become "B" that is different from the first one. Write their pattern on the board.

Put the "A" pattern down again. You now have a sandwich. The "A" sections are the bread and the "B" section is the filling.

Make a new form by adding other parts in between the "bread." If you make parts "C" or "D", etc. each pattern must be different than all the rest.

Clap each sandwich as you complete it.

4. "PICTURES OF FORM" (visualizing form)

Using pictures you have of animals, farm machinery, etc. put some of them on the flannel board or blackboard in various forms - remembering that some pictures will have to be alike for repeated parts. Let the children label them with letters of the alphabet to make up the correct form - ABA, AB, AABA, etc.

ACTIVITIES - TONE COLOR

1. "SOUNDS OF THE FARM" (vocal tone color - instruments)

   Using sounds of the farm or animals the children imitate the sounds vocally. This is a good exercise to see how many different sounds our voices can make.

   Record sounds and see how many they can guess.

   Put out percussion instruments such as rhythm sticks, woodblocks, drums, tambourines, triangles, guiro, etc., and have them choose an animal or a piece of machinery that they think they can make the sound for on the instrument.

   They might be able to make up a machinery sound that uses several instruments - a drum for the clunking sound, rhythm sticks for the gears, triangle for the bell, etc.

2. "THE FARMER SAYS" (instruments)

   This is played like "Simon Says" only with imitation of instrument playing. The leader says to play the instrument but if he does not say "The farmer says" first the imitation should not be done. Those people are out who do it without the farmer telling them to do it.

3. "CLASSIFIED ADS" (describing and identifying instruments)

   Using the instruments you have talked about and played try to get the children to guess which instrument you are trying to sell by describing it and the way it is played.

4. "WHERE IS MY SOUND" (listening for sounds)

   A child is blindfolded or closes his eyes sitting on a chair. A percussion instrument is played around him some place - in front of him, behind him, over his head, etc. The child must say where the sound is coming from.

5. "WHAT'S MY SOUND?" (identifying instruments by sound only)

   Several percussion instruments are put behind a screen or behind the piano where the class cannot see. A student is chosen to be "it." He goes behind the screen to play one of the instruments. He calls on someone to tell what instrument played that sound. If the answer is correct that person becomes "it."

Teacher Center

ACTIVITIES - DYNAMICS

1. "HOW MUCH CAN THE FARMER PLANT?" (loud-soft, getting louder or softer)

   Use this verse which is like "How much wood can a woodchuck chuck."

   How much corn could a farmer plant
   If a farmer could plant corn.

   Children are in a standing circle. Saying the rhyme loudly and taking big steps they move to the center of the circle. They say the rhyme again softly and taking small steps backwards out of the circle.

   Do the same thing going in loudly on the first line and coming back softly on the last line.

   Get gradually louder and softer as you go in and out.

2. "HIDE THE ANIMAL OR FOOD" (singing loud and soft)

   Using a small farm animal or a miniature piece of fruit play the game they have played before. The object is hidden and the person who is "it" is led to the object by the children singing loudly or softly.

3. "ANIMAL AND MACHINERY SOUNDS" (movement with loud and soft)

   Talk about the loud and soft sounds of the animals and farm machinery. Imitate those sounds in movement - small steps and quiet movement for soft animals or machines and longer steps and louder movements for louder animals or machines. Use a drum to play the loud and soft and follow the children's movements. Let children choose and play the instrument in the way the animal or machine sounds - loud or soft.

ACTIVITIES - TONE-MATCHING

1. "ONE LITTLE FARMER" (step movement)

   Use the song "One Little Indian, Stand Up" and change the word to farmer. The song is found in Singing Fun.

   Use bodies to show movement going up by steps. They must come up just a little at a time. When will they be all the way up? (8) Do the same going down.

   Make a scale by having one child squat for "One Little Farmer" and the successive ones come up a little more so that they look like steps when they are finished. Do it in two different groups so that they can all see the end product.

   Put marks on the board to show the step movements. Play the tones on a step bell or a xylophone so that they can see the step by step movement.

2. "ONE POTATO" (steps and repeated tones)

   Show pictures of 8 potatoes on a flannel board. Sing up to eight by going up the scale.

   Use the song "One Potato" and point out the upward movement as you sing.

   Use body movements to show the upward movement. Point out the repeated tones and remind them that they should not move up until they hear the next number.

   Show the repeated tones on the step bell or xylophone. Put the potato pattern on the flannel board to show the repeated pattern.

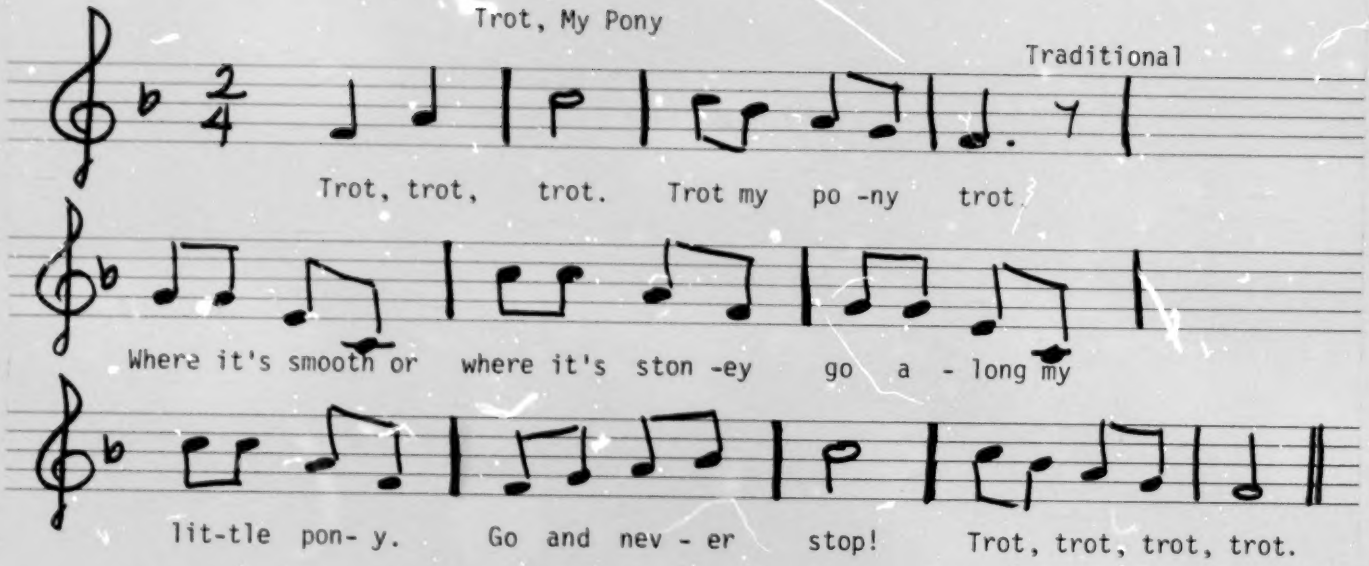
3. "TROT MY PONY" (skips and steps)

   Using the song "Trot, Trot, Trot" show on the flannel board how the melody skips by leaving spaces between the ponies and when it moves by steps by putting them close together going up or down. Pick out individual patterns in the song to show in pictures.

4. "A FISH STORY"

   The song is on p. 88, Meeting Music, ABC Book I. Do the procedure as above. Use bodies and arms to show direction. Let them play it on the step bell or xylophone. Use flannel board objects to show direction of melody.

Teacher Center


Trot, My Pony
Traditional
Trot, trot, trot. Trot my po -ny trot
Where it's smooth or where it's ston -ey go a - long my
lit-tle pon- y. Go and nev - er stop! Trot, trot, trot, trot.

RESOURCE MATERIALS (Available in Cedar Falls Schools or ERC)

RECORDS

1. "Adventures in Music" Grade Two

   Children's Symphony (familiar melody -"Farmer in the Dell")

2. "Adventures in Music" Grade One

   Ballet of the Unhatched Chicks

3. "The Magic of Music" Ginn recording for Book One

   Baby Chicks

4. "Little Red Hen" DR-373 from ERC

5. "Songs About Animals, Birds and Children" DR-324 from ERC

6. "Animal Rhythms" DR-143 from ERC

SONGS

1. Singing Fun

   Fun on the Farm (section of farm songs)

2. This Is Music, Grade One - Allyn and Bacon

   I Wish I were a Farmer, p. 79 (ABAB form)
   A Farmer and His Animals p. 80 (up and down)
   Evening Song, p. 80

3. Meeting Music ABC Book One

   Song Stories
      Little Boy Blue, p. 154 (also on recording)
      Little Red Hen, p. 160
   Two Geese, p. 78

4. Sharing Music, ABC Kindergarten

   Old McDonald's Farm, p. 124
   Ancona Chicken, p. 69

ADDITIONAL RESOURCES

1. "The Small Player" Bowmar Records

   Country Dance (country music)

2. "Growing Up With Ella Jenkins" Folkways Records

   Farmer Brown Had 10 Apples (a counting backwards song)

3. "This a Way, That a Way" Ella Jenkins - Folkways Records

   I Like the Way They Stack the Hay
   The Cuckoo (country music - harmonica featured)
   Turkey in the Straw

4. "Rhythm Time #2" Bowmar Records

   Scarecrow Walk

ADDITIONAL ACTIVITIES

In this section some additional activites are provided in the concepts covered in the other units. These can be adapted to any other units you teach or just as activities for "fun."

Also included are some listening experiences that can be used in any unit. These experiences are a little more involved and will probably take several class periods to complete.

A last page lists some possibilities for interest centers that could be put around the room. Some of these ideas can be used after the basic concept involved has been introduced in one of the units.

ADDITIONAL ACTIVITIES

BEAT

1. "Thinking the Beat"

   Using the song "Little Cabin in the Woods" or Eency Weency Spider" try singing it and omitting one phrase each time and doing only the action for that phrase. Think the part that you are omitting on a steady beat. In the end you are doing only actions on the beat.

2. "Remembering the Beat"

   Use the rhyme "One, Two, Tie My Shoe. Tap the rhythm of the rhyme on rhythm sticks and see if they recognize the chant.

   Have them whisper words as you tap.

   Clap the numbers and use hands slapping on knees to say the other words.

   Try the whole thing without saying any words at all.

3. "Learning Body Parts on the beat"

   "Here We Go Santy Maloney, p. 82, This is Music, Kindergarten and Nursery, is a good song and game to play to learn body parts.

4. "Be My Echo"

   Have children echo four beat patterns done on different parts of the body.

5. "Meter in 2's or 3's"

   Use the actions in Oliver Twist rhyme to keep beat in sets of 2 or 3.

   Oliver Twist (twist)
   Can't do this (this)
   Touch his nose (nose)
   Touch his toes (toes)
   Clap his hand (hands)
   Round he goes (goes)

   When doing this in meter in 3 you add the words in parenthesis.

6. "Walking, running, skipping beat"

Make a circle with a few instruments such as rhythm sticks, tambourine, woodblock, etc. given to several of the children

One child gets up from the circle and goes around the outside in one of the movements. The instruments follow the movement of the child.

Change the person who moves and rotate the instruments.

LONG AND SHORT SOUNDS - RHYTHM PATTERNS

1. "Going Up the Hill" (long and short sounds - movement)

Using a song about going up the hill or even Jack and Jill find out how many different ways you can go up the hill (walking, skating, hopping, jumping, etc.) Select one child as you are moving who is doing a good job making short sounds by hopping, jumping, etc. Have the rest copy his movement. Do the same for someone who is doing a good job with long sounds like skating, walking with long steps, etc.

Play the recording "Leap Frog," Adventures in Music, Grade 1. without telling the title. Ask children to skate up the hill as long as they hear the smooth connected tones and freeze when they do not.

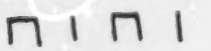
2. "Rich Man Poor Man" (beat, tone-matching, rhythm patterns)

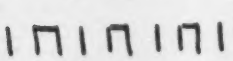
Introduce chant. Find the beat. Write the rhythm patterns for the rhyme. Sing it on a simple two note pattern.

3. "Tall Hunter and Red Fox" (rhythm patterns)

Create a story about Tall Hunter and Red Fox. Red Fox is lost and is afraid of the hunter, etc. Each character has a rhythm pattern. Father comes out to look for Red Fox who is hiding somewhere in the room.

Where is Red Fox, Where is Red Fox?

 Here I am, Here I am.

 Run Father, Run Father, Run Father Run.

Act the story out. The class goes to sleep and one person is chosen to be Red Fox. He hides somewhere. Father wakes up the class with his question. Red Fox answers from where he is with his drum pattern. The class claps the last pattern together on a steady beat.

4. "Keep it Going" (rhythm patterns)

   Children are challenged to clap a series of simple rhythm patterns which have been written on cards without losing the beat.

5. "One Does Not Fit" (reading rhythm patterns)

   Sets of four rhythm patterns on cards are shown to the child or to the class. Three cares are alike and one is different. The one that is different must be picked from the group. Could also be done on a chart or on the blackboard.

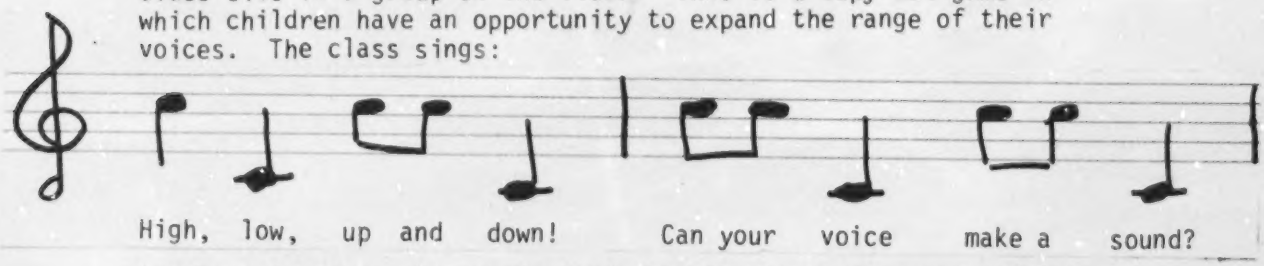
6. "Can You Hear My Pattern? (echoing rhythm patterns)

   The teacher hides behind something and claps a rhythm pattern. The children try to echo what she does. (It is harder to do when they can't see)

TONE-MATCHING

1. "Can Your Voice Make a Sound?" (increasing vocal range)

   Class sits in a group on the floor. This is a copy cat game in which children have an opportunity to expand the range of their voices. The class sings:



   As they sing they clap their hands for the high notes and pat legs for the low notes.

   Sing the song once. First child in the circle speaks a vocal pattern and the class copies it. The sound could be spooky, laughing, high, animal-like - any sound that is acceptable inside.

   After the class copies the child's pattern the song is sung again and the next child make up a new sound.

2. "Use the Siren" (up - down, increading vocal range

   When the Civil Defense Siren goes off near your building have the children imitate it's sound. You can't fight it so you might as well join it. Good way for them to increase the range of their voices and go low to high.

3. "Slide Whistle" (movement - up and down)

   With the use of an ordinary slide whistle available in the dime store play and let children follow it's sound with their bodies and/or their voices.

4. "Fire, Fire" (tone matching repeated notes and downward patterns)

   Using this song on page 69 of This is Music, Kindergarten-Nursery practice the repeated tones and scale patterns going down. Write it out in pictures or blank notation on the board.

5. "What Direction Does It Go?" (up, down, same pitches)

   Teacher plays a pattern on the piano which goes up, down or stays the same. Students must decide which direction it is going. Each child can be supplied with three sets of arrows which match those three directions and they can lay out the one that they think matches what was played. Can also be done with body movement or arm movement in the correct direction.

6. "Lucy Rabbit" (reinforcement of same pitch vocal practice)

   This song on p. 51 of This is Music, Kindergarten-Nursery is a good reinforcement of same note pattern in the response. Teacher or class can sing the leader part with one or more children answering on the single note response.

DYNAMICS

1. "Getting Louder"

   Crumple a large light-weight garbage bag (plastic) between your hands and have the children can guess what you have hidden. Let it go and watch it unfold and grow.

   Have children get as small as they can and as sounds on a drum get louder they can make their body grow from its tight ball.

   Follow this with a song which gets louder at the end. See if they can follow the crescendo (getting louder) with their bodies.

2. "Clap the Dynamics" (clapping loud and soft)

   Children respond to a drumbeat with their hands. If the beat is loud their hands are far apart. If the beat is soft they should put their hands close together (without clapping). Getting louder and getting softer can also be taught this way.

FORM

1. "Fairies and Giants" (ABAB form)

   Using this piece of music from Adventures in Music, Grade Two divide the class into two groups - one group are fairies and one group are giants. Either just stand up when they hear their part or move the way the music dictates when it is their part.

2. "Turning the Phrase" (finding phrases)

   Use nursery rhymes like "Humpty Dumpty" and find the phrases. Speak the rhyme and clap the beat. How many parts does the rhyme have? Face front on the first phrase, turn toward the windows on the second phrase, face backward on the third phrase. face front again on the fourth.

   Become a phrase: Act out what the phrase says to do.

TONE COLOR

1. "The Orchestra" (identifying and playing instruments)

   Using this group of songs from Meeting Music, Book I, p. 100, let children experience playing the instruments called for with the correct rhythm pattern. Listen to it on the recording a few times first - get the patterns down for each instrument, and then either select certain people for each instrument or if you have enough instruments let groups play for each instrument.

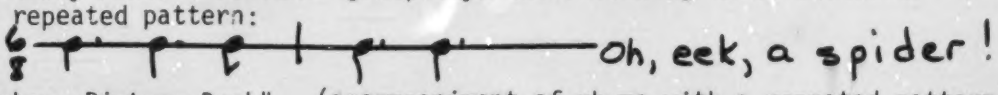
2. "Songs for Rhythm Instruments" (identifying and playing instruments)

   Using the group of songs in Sharing Music, p. 76, do the same procedure as above.

HARMONY

1. "Little Miss Muffit" (two part speech patterns)

   Put together two speaking parts. One group says the rhyme following a steady beat. The other group says the following as an ostinato or repeated pattern:



2. "Hickory Dickory Dock" (accompaniment of rhyme with a repeated pattern)

   One group says the rhyme while the others use an ostinato or repeated pattern of "Tic, Toc, Tic, Toc" on the beat.

LISTENING EXPERIENCES

1. "The Sorcerer's Apprentice"

   Read the story to the children and let them add instrument sounds to the story.

   Act out the characters. Pick those for the main characters. The rest lie down on the floor in three groups. They will become the new brooms. As more brooms are added, more instruments should also be added (like rhythm sticks or sand blocks)

   After they have acted out the story and added instrument sounds for each part, introduce the record and see what sounds the composer used for each part.

2. "Sound Stories"

   Using familiar stories like "The Three Bears" or "The Three Billy Goats Gruff" use percussion instruments to tell the story with sound. Have children choose the instruments that they think will make the best sound for the character. When the words come up in the story they must play the words on their instrument - using every syllable of the words as if the words were being spoken.

3. "Peter and the Wolf"

   Using small cut out figures of the main characters of the story use the overhead projector to tell the story. As the character appears in the story you put the figure on the overhead. Children can do this on successive listenings.

   Act out the story. Let the children add sounds.

4. "Be a Tune Detective"

   Clap the rhythm patterns of songs or nursery rhymes that are very familiar to them and see if they can guess which rhyme or song you are clapping. Sing the song or say the rhyme and clap the rhythm of the words.

MUSIC INTEREST CENTERS

1. "Play Your Telephone Numbers"

   Set up a center with a set of resonator bells or xylophone marked with numbers 0 to 9. Zero will be B below middle C and 9 will be the D above the next C. Children can make up melodies from telephone numbers - their own or other numbers from children in your class.

   See if they note how repetitions are made by using the same prefixes such as 266, 277, 268, etc.

2. "Composer Corner"

   Set up a center with a sign and a xylophone. Let the child experiment with a xylophone to make up any melody he wants. Have a tape recorder there to let him tape the final product.

3. "Experiment With Sounds"

   Make a "sound box" from a large refrigerator carton. On one wall have some hooks or some means of attaching instruments. Make a hole for the child to get in the box. On the wall of the box have different sizes of instruments - like several drums of a different size. Let children go in - one at a time - and experiment with the different sounds made by the different sized instruments.

4. "High and Low Boxes"

   Put two large containers or boxes in the center with marking for high or low. Lay out several instruments that have high and low sounds. Let the child experiment and see which will go in which box.

5. "Loud and Soft Boxes"

   Do the same as above but with loud and soft sounds.

6. "Make Up a Song"

   Set up a center with a favorite book such as "Dr. Seuss ABC" and a tape recorder. Encourage children to look at the book and make up a song to be sung into the tape recorder.

7. "Favorite Stories"

   Using filmstrips and records of favorite stories like "Peter and the Wolf," "The Sorcerer's Apprentice," or "Carnival of the Animals" let the children watch and listen to program music.

RECORD RESOURCES

1. Adventures in Music, RCA Victor, Gladys Tipton, Ed., Grade One.

2. Adventures in Music, RCA Victor, Gladys Tipton, Ed., Grade Two.

3. Adventures in Music, RCA Victor, Gladys Tipton, Ed., Grade Three.

4. Color Me A Rainbow, Melody House Publishing Co., 819 N.W. 92nd St., Oklahome City, Oklahoma 73114, Sharron L. Lucky, Producer, MH 80.

5. Dances for Little People - Pre-School, Kindergarten, William C. Janiak, RMT, Kimbo Educational Records, P.O. Box 477, 85 South 5th Ave. Long Branch, N.J. 07740. KIM 0860.

   A collection of simple basic dance movements created for young children. Contains dances and square dances.

6. Easy Does It, Hap Palmer, Educational Activities, Inc., Box 392, Freeport, N.Y. 11520. AR581.

   Activity songs for basic motor skill development.

7. Feelin' Free, Hap Palmer, Educational Activities, Inc., P.O. Box 392, Freeport, N.Y. 11520. AR 517.

   A record with songs for vocabulary and language development.

8. The Feel of Music, Hap Palmer, Educational Activities, Inc., P.O. Box 392, Freeport, N.Y. 11520. AR 556.

   Songs which relate music to the way we move - moving in specific ways as well as creative movement. Includes music for the beat and rest, creating a scale, soft and loud and fast and slow.

9. Folk Song Carnival, Hap Palmer, Educational Activities, Inc., P.O. Box 392, Freeport, N.Y. 11520. AR 524.

   A collection of folk songs which encourage active physical participation. Good for keeping the beat, moving and singing familiar songs.

10. Getting to Know Myself, Hap Palmer, Educational Activities, Inc., P.O. Box 392, Freeport, N.Y. 11520. AR 543.

    Contains many good songs for self-image and feelings.

11. Growing Up With Ella Jenkins, Ella Jenkins, Folkways Records and Service Corp., 43 W. 61st Street N.Y.C., N.Y. 10023. FC 7662.

    A collection of familiar and unfamiliar songs in which Ella works with children on the recording with singing and moving to the music.

12. I Like Myself, Synovia Simms and Doreen Bellhorn, Kimbo Educational Records, Box 246, Deal, N.J. 07732. LP0800.

    Songs and activities designed to guide development in physical skills as well as emotional and social development and creative expression.

13. The Magic of Music, Ginn and Company, recordings from Grade One Songbook. (available in the music department)

    Selected recordings from the Grade One songbook.

14. The Magic of Music, Ginn and Company, Recordings from Book Two. (available in the music department)

    Selected recordings from the Book Two songbook.

15. Meeting Music, Music for Young Americans, Second Edition, American Book Company. (available in the music department)

    Selected recordings from Meeting Music, Book One.

16. Rhythm Time, Lucille Wood, ed., Bowmar Records, Inc., 622 Rodier Drive, Glendale, California. 91201.

    Music for basic rhythms, combination rhythms and circus rhythms.

17. Rhythm Time #2, Lucille Wood, ed., Bowmar Records, Inc., 622 Rodier Drive, Glendale, California 91201. B 303.

    Experiences in listening and moving to sense and recognize various rhythmic movements including basic movement, and interpretative movements.

18. Singing Games for Little People, Kimbo Educational Records, P.O. Box 477, 86 South 5th Avenue, Long Branch, N.J. 07740. KIM0880.

    A collection of familiar singing games for active participation.

19. The Small Dancer, Lucille Wood, ed., Bowmar Records, 622 Rodier Dr., Glendale, California, 91201. B550.

    Familiar and new songs for action, dramatization, counting echo, story, seasons, holidays. Some have percussion and bell accompaniment.

20. The Small Listener, Lucille Wood, ed., Bowmar Records, 622 Rodier Dr., Glendale, California 91201. B561.

    Active listening music for movement, dramatization, etc.

21. The Small Player, Lucille Wood, ed., Bowmar Records, 622 Rodier Dr., Glendale, California 91201. B551

    Selected music for active listening and playing of simple percussion instruments.

22. The Small Singer, Volumes 1 and 2, Lucille Wood, ed., Bowmar Records, 622 Rodier Drive, Glendale, California 91201. B524 and B525.

    A collection of songs about animals, transportation, play, seasons, nature, home, Mexico.

23. Songs in Motion, Educational Activities, Inc., Freeport, N.Y. 11520 AR 612.

    Uses music as an aid in language development with familiar folk songs used to stimulate language.

24. This-A-Way, That-A-Way, Ella Jenkins and children from Tennessee, Folkways Records and Service Corp., 43 W. 61st St., NYC, N.Y. 10023. FC 7546.

    Songs and chants sung by Ella and the children of Tennessee during a tour of the state. Good songs for tone matching.

25. The World About Me, from the Series My World, Miriam Rastatter PBVM, Alba House Communications, Canfield, Ohio 44406.

    A collection of songs for seasons, holiday, family and friends. Songs from this collection were used in this curriculum. Also comes with a songbook and motivational black and white prints. Comes as a package or separately. Highly recommended as "new" material and songs that children will really enjoy.

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